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ABSTRACT

This 2-day workshop package was developed to address the needs of elementary and secondary school teachers with regard to Title IX and sex equity. The role of elementary and secondary school teachers in reinforcing sex fairness and in eliminating sex bias in teacher education curricula and in the classroom is the focus of the workshop. The workshop begins with a consideration of the need and rationale for Title IX. Title IX regulations and grievance procedures are reviewed, followed by an examination of the application of the Title IX regulations and sex equity principles to the job functions of various groups of education personnel. Also presented are an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity. Specifications of the population, objectives, and instructional materials are outlined for each of the workshop's two sessions. The topic of the first session is identifying and overcoming sex bias in classroom management. Discussions are presented on assessing sex bias in the classroom and in instructional procedures. The session also covers the subject of the requirements of Title IX as applied to the classroom situation and the development of action steps which may be taken to ensure nonbiased teaching. The second session is devoted to identifying and overcoming bias in instructional materials. A discussion is given of the origins of bias and stereotyping. Guidelines are also presented on identifying the forms of bias in instructional materials and on analyzing their contents. An overview is provided for identifying biased, sex- and race-fair, and sex- and race-affirmative materials. Sample worksheets and activity forms are included in the workbook. (JD)

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:

A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

THE TEACHER'S ROLE

Outline and Participants' Materials For Application
Sessions For Teachers

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

SP 021 186

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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
A WORKSHOP PACKAGE FOR ELEMENTARY-SECONDARY EDUCATORS

Shirley McCune and Martha Matthews, Coeditors

THE TEACHER'S ROLE

Outlines and Participants' Materials For Application Sessions
For Teachers

Shirley McCune with Martha Matthews, Myra Sadker,
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Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

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September 1978

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY:
THE TEACHER'S ROLE

Outlines and Participants' Materials for Application
Sessions A and B for Teachers

Contents

INTRODUCTORY MATERIALS

Implementing Title IX and Attaining Sex Equity: An Introduction to the Workshop Package I-1

How To Use These Materials I-9

SESSION OUTLINES

SESSION A--IDENTIFYING AND OVERCOMING SEX BIAS IN CLASSROOM MANAGEMENT

Session Specifications i

Session Agenda iii

I. INTRODUCTORY COMMENTS 1

II. SEX BIAS IN THE CLASSROOM: AN ASSESSMENT 5

III. SEX BIAS IN INSTRUCTIONAL PROCEDURES 7

IV. BREAK 16

V. THE TEACHER, TITLE IX, AND SEX EQUITY 17

VI. NONBIASED AND AFFIRMATIVE TEACHING 22

VII. SUMMARY AND CLOSING 25

SESSION B--IDENTIFYING AND OVERCOMING BIAS IN INSTRUCTIONAL MATERIALS

Session Specifications i

Session Agenda v

I. INTRODUCTORY COMMENTS 1

II. THE ORIGINS OF BIAS: OUR PERCEPTUAL FRAMEWORK 5

III. INSTITUTIONALIZED BIAS IN EDUCATION AND INSTRUCTIONAL MATERIALS 9

Page

IV. BREAK.....19

V. IDENTIFYING THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS.....21

VI. IDENTIFYING BIAS IN INSTRUCTIONAL MATERIALS: CONTENT ANALYSIS.....25

VII. DISTINGUISHING BETWEEN BIASED AND NONBIASED MATERIALS.....27

VIII. SUMMARY, EVALUATION, AND CLOSING.....31

PARTICIPANTS' MATERIALS

Participants' Materials for Session A (Teacher Worksheets 1 through 6)

Participants' Materials for Session B (Teacher Worksheets 7 through 13)

THE TEACHER'S ROLE

Introductory Materials

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
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IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY: AN INTRODUCTION TO THE WORKSHOP PACKAGE

Introduction

Title IX of the Education Amendments of 1972, the Federal law which prohibits sex discrimination against the students and employees of education agencies and institutions receiving Federal financial assistance, was enacted in June 1972; the regulation to implement the legislation, which defines the specific criteria against which nondiscrimination is to be assessed in the various policies and practices of education agencies and institutions, was issued in June 1975 and became effective in July of that year. Despite the passage of years, however, full compliance with Title IX is far from a reality in most agencies and institutions throughout the country, and equity for females and males in education has yet to be attained.

Although significant progress has been made in a number of schools and school systems--the basic required Title IX compliance procedures have been implemented, students and employees describe their "increased awareness" of the problems of sex stereotyping and sex discrimination, and concrete improvements are apparent with regard to equalization of athletic budgets for female and male sports or to integration of previously sex-segregated courses--in most cases, considerable change remains to be made if full compliance and sex equity are to be integrated and reflected throughout the policies, programs, and practices of an education agency or institution.

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of nondiscriminatory and sex equitable services.

Many methods may be used to support educators in the change process--written information may be distributed, consultation may be made available, briefings or meetings may be conducted, training programs may be implemented, demonstration programs may be undertaken, and evaluation and reinforcement systems may be installed. The needs and resources of a particular education agency or institution will determine the forms of support which are most appropriate. One of the most frequently used methods of supporting change by education personnel is the inservice training workshop. In many situations, the inservice workshop is a cost-efficient way of reaching large numbers of personnel in a single effort and of providing assistance in skills development to these personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package has been designed to support the implementation of such a workshop.

The Development of the Workshop Package

Implementing Title IX and Attaining Sex Equity: A Workshop Package was developed by the Resource Center on Sex Roles in Education for the Council of Chief State School Officers' Title IX Equity Workshops Project during 1977 and 1978. The Title IX Equity Workshops Project was funded

under an 18-month contract for "National Regional Dissemination Workshops and Development of Technical Assistance Materials for Title IX of the 1972 Education Amendments" by the U. S. Office of Education, Department of Health, Education, and Welfare, under funds authorized by the Women's Educational Equity Act.

The purpose of the project was to develop and field test a training package which could assist education personnel and interested citizens to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

The terms of the contract required that the package developed must be suitable for:

- use with groups representing all levels of education from elementary through postsecondary
- use at the local, state, regional, and national levels
- use without extensive reliance on consultative assistance or on materials outside the package itself

In order to address these requirements, it was decided that the training package must be developed according to the following considerations:

- Because of the differing needs, experiences, and frames of reference of elementary-secondary educators and postsecondary educatiors, "the" training package would need to be two training packages--one for elementary-secondary educators and one for postsecondary educators.
- Because the training package needed to be suitable for use with a wide variety of groups, it would need to include a wide variety of information and activities ranging from "awareness level" to more advanced skills-development and action-planning levels.
- Because the training package needed to be suitable for use by personnel without extensive background in training or consultation and materials resources, it would need to provide specific step-by-step instructions for the implementation of training as well as all materials which would be required for the implementation of training.

All of these considerations are reflected in the form and content of the Workshop Package as it is now published.

Initial plans and specifications for the Package were reviewed by more than 90 leaders in education in March 1977. These leaders were asked to evaluate the plans and suggest modifications in light of:

- their assessment of the training and technical assistance needs of education institutions and agencies related to the attainment of Title IX compliance and sex equity
- their evaluation of strategies available for meeting identified training and technical assistance needs
- their knowledge of resources which would facilitate the development and dissemination of the Workshop Package

Working drafts of the Package materials were field tested and evaluated in 19 workshops implemented by subcontractors in the various HEW regions. Eleven workshops for elementary-secondary educators and eight workshops for postsecondary educators were implemented from September 1977 through January 1978. During the field test workshops, the Package was evaluated by workshop facilitators, workshop participants, and on-site evaluators. Final copy of the Workshop Package was completed after analysis of all of the evaluations obtained during the field test workshops.

An Overview of the Workshop Package

Both the Workshop Package for Elementary-Secondary Educators and the Workshop Package for Postsecondary Educators provide training session outlines and participant's materials for a fifteen-hour workshop sequence on Title IX and sex equity in education. Each package is organized according to five three-hour workshop sessions. Three of these sessions are termed "Generic Sessions"; they are designed to provide general information and experiences which are relevant to all participants attending the workshop. The other two sessions, called "Application Sessions," are designed to provide specialized information and experiences to persons of different professional roles and to enable participants to apply workshop experiences to their individual professional responsibilities. Each of the components of the Workshop Package corresponds to one three-hour workshop session; a component includes both a detailed step-by-step session outline for facilitators and the materials designed for participant use during the workshop sessions.

The sequence (and titles) of the workshop sessions for elementary-secondary educators is outlined below; there is a written component in the Workshop Package for Elementary-Secondary Educators which corresponds to (and bears the same title as) each of these workshop sessions.

Generic Session One: "The Context of Title IX"

Generic Session Two: "The Title IX Regulation and Grievance Process"

Application Sessions A and B: Two sequential application sessions focus on the responsibilities and roles of six different groups with regard to Title IX compliance and the attainment of sex equity in education. Application sessions focus on the following roles and responsibilities:

- The Administrator's Role

  Session A - "Ensuring Procedural Title IX Compliance: Establishing a Foundation for Sex Equity"

  Session B - "Monitoring Title IX Implementation"

- The Teacher's Role

  Session A - "Identifying and Overcoming Sex Bias in Classroom Management"

  Session B - "Identifying and Overcoming Bias in Instructional Materials"

- The Counselor's Role

  Session A - "Identifying and Overcoming Bias in Counseling and Counseling Programs"

  Session B - "Identifying and Overcoming Bias in Counseling Materials"

- The Vocational Educator's Role

  Session A - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/ Educational and Legal Context"

  Session B - "Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: Recognizing and Combating Sex Bias and Planning for Action"

- The Physical Activity Specialist's Role

  Session A - "Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change"

  Session B - "Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action"

- The Community's Role

  Session A - "Building a Knowledge Base for Change"

  Session B - "Building Skills for Change"

Generic Session Three: "Planning for Change"

The objectives for Generic Session One include:

- to provide participants with an opportunity to assess their awareness of differential treatment of males and females in their schools and the impact of Title IX

- to provide participants with a review of the legal context of Title IX, an overview of Federal antidiscrimination laws, and the opportunity to assess their skills in identifying discrimination in schools

- to provide participants with an understanding of differential sex-role socialization as it is manifested in schools

- to encourage participants to identify goals for nonsexist education

The objectives for Generic Session Two include:

- to review with participants the requirements of the regulation to implement Title IX of the Education Amendments of 1972

- to provide participants an opportunity to assess their own understandings of Title IX requirements by sharing questions and answers with others

- to provide participants with an understanding of the significance of Title IX grievance procedures as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance

- to provide participants with information regarding the structural components or characteristics of an effective grievance procedure and an opportunity to evaluate the structure of several sample grievance procedures

- to increase participants' understanding of and skills related to their own potential responsibilities for grievance problem solving

- to provide participants an opportunity to increase their skills in identifying Title IX violations and in formulating corrective or remedial actions appropriate to these violations through the analysis of sample Title IX grievances

The objectives for Generic Session Three include:

- to provide participants with an overview of some of the necessary conditions for change related to Title IX and sex equity in education and of the types of strategies available for planning and implementing change efforts in these areas

- to provide participants with a framework for diagnosing organizational change needs related to Title IX and sex equity and for designing action strategies which would be appropriate for meeting these needs

- to provide participants with an opportunity to develop preliminary plans for organizational change which could contribute to the full implementation of Title IX and achieving sex equity in their districts

- to increase participants' skills in developing action programs related to Title IX and sex equity for implementation in their own job functioning

Although the specific objectives of the Application Sessions vary according to the group for which the session is designed, all Application Sessions are generally designed to provide participants with the opportunity to:

- identify the implications of Title IX for their own job functions
- increase their skills for identifying and alleviating sex discrimination and for providing sex equity in their own job functions
- consider actions which can be taken in their own job functions to ensure Title IX compliance and increase sex equity in their education agencies and institutions

Although the content of the Package for Postsecondary Educators has been designed to address the unique needs of personnel of postsecondary education institutions, its organization and sequence parallel those of the Package for Elementary-Secondary Educators. The three Generic Sessions, although different in content, are the same in title and objectives as those for elementary-secondary educators. Application Sessions for postsecondary educators include: The Administrator's Role, The Counselor's Role, and The Teacher Educator's Role. (Application Sessions for faculty, for student services personnel, and for physical activity personnel have been developed in draft form and may be published in the future.)

Materials which supplement the basic components of the Workshop Package are also available. Two Participant's Notebooks, one for elementary-secondary educators and one for postsecondary educators, have been developed. These Notebooks contain all the worksheets used by participants during the three Generic Sessions; they also include substantial reference material which highlights or expands the content presented in these sessions, and an annotated listing of resources relating to Title IX and the achievement of sex equity in education. (Although the Generic Sessions may be implemented using only the participant's materials included with the session outlines, the reference material and resource listing included in the Participant's Notebooks make the use of these notebooks desirable wherever possible.)

A Final Context for the Workshop Package

Three major assumptions underlie the total Workshop Package, assumptions which should be kept in mind during its use:

- Title IX is one part of a total educational equity movement.

  Title IX is an evolutionary step in our nation's efforts to provide equity for all citizens. Our experience with years of attempting to eliminate race discrimination and bias in education provided the foundation for our understandings of sex discrimination and for the strategies and technology which may be used in its elimination.

  Anyone working to attain educational equity must remember the multiple ways that equity may be denied--on the basis of race; national origin; religion; cultural identity; sex; mental, emotional, or physical handicap; and social class--and work to ensure that the needs of all students are provided for.

- Our nation's concern for educational equity is a reflection of changes in our society; the achievement of educational equity is a crucial step in ensuring the survival of a viable society.

Our nation's concern for human and civil rights of various groups is rooted in the evolution of our society as it is affected by widespread social, economic, and technologic[illegible] change. Schools have the responsibility for preparing all students to participate in and to deal with these changes. Failure to achieve educational equity limits the potential attainments of our future society. Educational equity is not just a moral goal; it is a survival goal.

- The movement for educational equity is an important vehicle for educational reform.

Educators can be proud of the many accomplishments of our educational system. Despite these accomplishments, however, the changing nature of our society demands that we move on to greater achievement. Efforts to attain educational equity can contribute to implementation of many of the basic educational reforms which are needed. The greater individualization of instruction, the preparation of students for a variety of life roles, and the involvement of students in learning how to learn--these reforms are possible within the context of educational equity.

It is hoped that the Workshop Package and materials will assist its users in actualizing these assumptions and providing greater equity and higher quality education for all students.

HOW TO USE THESE MATERIALS

The following materials are one component of the multicomponent workshop package Implementing Title IX and Attaining Sex Equity. They provide resources and a step-by-step guide for implementing one three-hour workshop session, which is one session within the fifteen-hour workshop sequence outlined in the total Workshop Package.

The material in this session outline may be used in several ways:

- as the design and supporting material for a three-hour session which is presented as part of a 15-hour (two and one-half day) workshop on Implementing Title IX and Attaining Sex Equity
- as the design and supporting material for one of a series of five three-hour sessions utilizing the Workshop Package as a basis for a sequence of periodic seminars on Title IX and sex equity for education and/or community personnel
- as stimulus material for the adaptation and design of other activities or materials which can assist education personnel in achieving sex equity (e.g., information packets, self-instructional materials, etc.)
- as resources for teacher education programs
- as resources for training-of-trainers programs

Implementing Title IX and Attaining Sex Equity: A Workshop Package has been developed to facilitate its implementation by personnel with limited experience in workshop implementation and/or the subject matter which is relevant to consideration of sex equity. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the package or considering use of any package component may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other training design.

1. Is the workshop session design appropriate for the purposes of groups for which it may be implemented?

The Workshop Package has been developed to address the needs of education personnel with a diversity of experience and familiarity with regard to Title IX and sex equity. The workshop package sequence begins with a consideration of the need and rationale for Title IX; it moves through a detailed review of the Title IX regulation and the Title IX grievance process; it proceeds to an examination of the application of the Title IX regulation and sex equity principles to the particular day-to-day job functions of various groups of education personnel; and it concludes with an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity.

Workshop planners and training personnel should carefully review both the general objectives of each workshop session and the purposes of specific session activities (both are listed in the session outlines) in order to ensure their relevance and appropriateness to the particular needs of their intended workshop target group.

Similarly, workshop planners should also review the training methodology suggested in the outline for its suitability for situational needs. The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop facilitators
- their provision of sufficient diversity to accommodate different participant learning styles

Because the objectives of the workshop package emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop session facilitators for the presentation of these activities are also less specialized than those which are required for the presentation of more affectively oriented activities.

All session outlines also involve the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action-planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share reactions and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities

These procedures or methods suggested in the training design may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop session personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether:

A) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participants learning styles

B) they follow a logical progression from awareness building, to problem exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities

2. How much flexibility is desirable in implementing a session outline?

The session outline is intended as a guideline for the implementation of a training experience, not as a prescription that must be followed without deviation. The activities and sequence outlined in this session have been field-tested successfully with a variety of groups, but it should be recognized that no single design is appropriate for all situations. Facilitators should use the outline to assist them in meeting the needs of participants rather than as a constraint to necessary flexibility.

Flexibility is critical with regard to observance of the suggested timelines which have been provided in the session outline. These timelines tend to be highly concentrated. It will require most facilitators and groups to move at a brisk pace if all of the activities are to be completed in the time allowed. (Most of the sessions could benefit from an expansion of time allocated to each activity.) The timelines are general suggestions only; some groups of participants may need to spend more time on a single activity than is indicated in the outline and may be able to omit another activity, while others may find it impossible to move through the entire sequence of activities in the time available. The facilitator(s) must be sufficiently familiar with the training design and activities to determine the modifications which may be appropriate to a particular situation or group.

The primary guideline which should be observed in the implementation of the training activities is that care should be taken to meet the needs of the majority of the participant group. Facilitators should avoid modifications which may address the needs of only a few participants and attempt to meet the needs of individuals during break periods or after the workshop without detaining the entire group.

3. How can the workshop activities and sequence be adapted to fit shorter periods of time?

Altnough the session outlines were designed for implementation in three-hour periods, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary the facilitator(s) should consider the following:

A) Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

- Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal pacing of the session activities.

- Cognitive activities--Each session outline includes a lecturette(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecturette can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecturette to ensure that all members of the group have a common frame of reference for subsequent activities.

- Experiential activities--Experiential activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of this activity is to help participants assess for themselves the implications of the information presented for day-to-day activities.

- Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

- Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B) Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in lecturette or information sheet form may be distributed to participants prior to the workshop.

C) Reduce the amount of time spend on exercises and worksheets.

One way that the timelines for the session can be cut is to ask participants to consider only a limited number of cases or situations

presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways which the participant materials may be used after the workshop.

4. What personnel are needed for the implementation of the session outline?

Although this session outline has been developed to facilitate its use by personnel of varying backgrounds, the selection of personnel to facilitate workshop activities is a critical factor in the implementation of any session. While the session outline may be implemented by a single facilitator, it is desirable to utilize a team of two or more facilitators. Use of a team has the following advantages:

- it increases the likelihood of ensuring both content expertise (knowledge of Title IX and sex equity principles in education, of the structure of education agencies, or Federal and state nondiscrimination laws, etc.) and process expertise (knowledge of group dynamics and skills in group processing and training) in the delivery of the session outline
- it makes it possible to demonstrate nondiscrimination by use of a training team on which both females and males and members of racial and ethnic minority groups are represented
- it makes it possible to increase the diversity of training styles and areas of expertise, and thus to accommodate the diverse learning styles and needs of workshop participants

If a facilitator team is utilized, it is important to designate one or two persons with responsibility for providing continuity and direction throughout all workshop activities. Persons with responsibility for workshop administration and for such tasks as participant registration, distribution of materials, and general problem solving should also be designated, particularly when the workshop involves a large number of people.

5. How should facilitators prepare for the implementation of the workshop session?

Effective implementation of the training session requires careful facilitator preparation. Facilitators should take ample time to do the following:

- thoroughly review the session outline and all participant materials
- prepare notecards outlining the sequence and the general directions for participants
- prepare their own outlines of the suggested lecturettes so that they may present the information provided in their own style (in no case should a facilitator read from the session outline during session implementation)

- identify points where information or activities could be omitted in the event that more time is needed in an earlier activity

If a team of facilitators is used, it is essential that the group meet together to:

- assign various responsibilities to the team members, making sure that each individual is clear about her/his role in appearing before the group, monitoring individual and small group work, preparing charts or materials, and working with other team members

- designate one person as the person responsible for providing continuity throughout the workshop and making decisions as to necessary adaptation of timelines

- discuss individual reactions to activities and ways that adaptations might be made if necessary

- consider the various styles represented in members of the team and the ways that the team might work together for maximum effectiveness

6. How should participants be involved in the workshop initially?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and other situational variables which may be relevant. The training design may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of the obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining workshop facilities, reproducing resource materials, introducing resource persons, etc.

The training design specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

7. What participant materials are needed to implement the session?

All materials which are required for participant use during a workshop session are attached to the session outline; these may be reproduced for distribution to session participants. Although the participant materials for each session are fairly extensive (and thus require some financial expenditure to reproduce in quantity), they are important to the successful implementation of the session because:

- they provide quick reference information for participants with little prior background
- they support and highlight the information provided by facilitators and allow participants to be actively involved in the training process
- they permit individual problem assessment and skills testing by participants related to session concerns
- they reinforce participants' workshop session experiences and provide participants a document for continuing on-the-job reference or use

(It should be noted that although all required participant materials are attached to the corresponding session outlines, a more comprehensive Participant Notebook has been developed and published as one component of the Workshop Package. This notebook includes not only all worksheets used during the three Generic Sessions, but also additional reference material and an extensive annotated listing of resources related to Title IX and sex equity. Ideally, each participant should receive a copy of this full Participant's Notebook and a copy of all worksheets for the Application Sessions which are appropriate to their role--e.g., adminstrator, counselor, etc.

8. What facilities, equipment, and resources are needed for implementation of the workshop?

The physical facilities provided for a workshop can make a significant difference in the difficulty or ease of its implementation. The workshop package requires a room sufficiently large to accommodate all participants for the generic sessions and small break-out rooms for each of the application group sessions provided. Moveable tables and chairs facilitate the creation of an informal environment and the implementation of small group activity. Attention should be given to ensuring that facilities are well lighted, at a comfortable temperature and well ventilated, and within access of rest-rooms. It is desirable to inspect facilities well in advance of the workshop to ensure that they will meet the needs of the workshop.

The equipment to be utilized in the session is specified in the training outline. Care should be taken to make arrangements well in advance of the workshops for the use of equipment to check just prior to the session to ensure that the equipment is available and in working order.

9. What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

  - Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

  - Rejection of the group--the categorization of an individual or group as "hopeless." One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

  - Future predictions--statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

  - Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no need for major changes in most programs" does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

- Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

IDENTIFYING AND OVERCOMING SEX BIAS IN CLASSROOM MANAGEMENT

Outline for Application Session A for Teachers

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

TEACHING FOR SEX EQUITY:
ELIMINATING BIAS IN CLASSROOM MANAGEMENT

APPLICATION SESSION A FOR INSTRUCTIONAL PERSONNEL

Session Specifications

Session population: Instructional personnel of local education agencies

Session objectives:

The objectives for Application Session A for Instructional Personnel include:

- to identify a framework for consideration of sex discrimination and sex bias and the ways that it limits the options of girls and boys in our classrooms
- to examine the ways we manage our classrooms and the ways we interact with students as we may be perpetuating sex discrimination and sex bias
- to identify various strategies which may be used for overcoming sex discrimination and sex bias in the classroom
- to identify those actions which we can take to assist the implementation of Title IX and the attainment of sex equity

Time required: Three hours

Materials needed:

For participant use:

- "Sex Bias in Classrooms and Instruction"--Teacher Worksheet 1
- "Summary of the Forms of Sex Bias in the Classroom"--Teacher Worksheet 2
- "Identifying Sex Bias in the Classroom"--Teacher Worksheet 3
- "Recognizing Sexist and Nonsexist Practices and Behaviors"--Teacher Worksheet 4
- "Assessing Sex Bias in the Classroom"--Teacher Worksheet 5
- "Steps I Need to Take to Ensure Sex Equity in My Classroom"--Teacher Worksheet 6

For facilitator use:

- Chart on "Forms of Bias in the Classroom" (see section III of this outline)
- Chart on "Types of Sexist and Nonsexist Behaviors" (see section V of this outline)

Facilitators required: Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this outline and all participant materials
- review suggested lecturettes and introductory comments and adapt them to accommodate unique group needs and facilitator style

- "Introductory comments" (see section I of this outline)	(5 minutes)
- "Forms of Sex Bias and Their Manifestations in the Classroom" (see section III of this outline)	(20 minutes)
- "The Teacher, Title IX, and Sex Equity" (see section V of this outline)	(10 minutes)

Group size: Flexible

Facilities required: Meeting room to accommodate expected number of participants; tables and moveable chairs will facilitate small group work

Equipment and supplies required: Newsprint, markers and tape; chalk and chalkboard; pencils for each participant

TEACHING FOR SEX EQUITY:
ELIMINATING BIAS IN CLASSROOM MANAGEMENT

APPLICATION SESSION A
FOR INSTRUCTIONAL PERSONNEL

Session Agenda

I.	INTRODUCTORY COMMENTS	TIME REQUIRED: 5 MINUTES
II.	SEX BIAS IN THE CLASSROOM: AN ASSESSMENT	TIME REQUIRED: 30 MINUTES
	A. Individual activity--"Sex Bias in Classrooms and Instruction"	(10 minutes)
	B. Paired discussions	(10 minutes)
	C. Total group processing	(10 minutes)
III.	SEX BIAS IN INSTRUCTIONAL PROCEDURES	TIME REQUIRED: 55 MINUTES
	A. Lecturette--"Focuses of Sex Bias and Their Manifestations in the Classroom"	(20 minutes)
	B. Questions and answers	(5 minutes)
	C. Individual activity--"Identifying Sex Bias in the Classroom"	(10 minutes)
	D. Small group discussions	(10 minutes)
	E. Total group discussion	(10 minutes)
IV.	BREAK	TIME REQUIRED: 10 MINUTES
V.	THE TEACHER, TITLE IX, AND SEX EQUITY	TIME REQUIRED: 35 MINUTES
	A. Lecturette--"The Teacher, Title IX, and Sex Equity"	(10 minutes)
	B. Individual activity--"Recognizing Sexist and Nonsexist Practices and Behaviors"	(5 minutes)
	C. Small group discussions	(10 minutes)
	D. Total group processing	(10 minutes)
VI.	NONBIASED AND AFFIRMATIVE TEACHING	TIME REQUIRED: 35 MINUTES
	A. Introductory comments	(5 minutes)
	B. Paired interviews--"Assessing Sex Bias in Classroom Management"	(15 minutes)
	C. Total group processing	(10 minutes)
	D. Individual activity--"Identifying Action Steps"	(5 minutes)
VII.	SUMMARY AND CLOSING	TIME REQUIRED: 10 MINUTES
		TOTAL TIME REQUIRED: 180 MINUTES

I. INTRODUCTORY COMMENTS — TIME REQUIRED: 5 MINUTES

Purposes of the activity:

The purposes of this activity are:

- to introduce the facilitator(s) to the participants
- to provide participants with an overview of the purposes and the content provided in Application Sessions A and B for instructional staff

Materials needed:

For participant use: None

For facilitator use: None

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant material
- review suggested comments and adapt them to accommodate unique group needs or facilitator style

Procedure:

The facilitator should begin by ascertaining that all participants are in the correct application session--that they are teachers, that they work with teachers, or that they have elected to focus on instructional and classroom issues during the workshop. The facilitator should describe the purpose and format of the application session, making the following points:

- The application sessions are designed to provide participants with the opportunity to work with people in roles similar to theirs (in this case, teachers or instructional personnel) in exploring issues related to Title IX implementation and the attainment of sex equity which are particular to their role.

- There will be two three-hour application sessions conducted for each group of personnel; these sessions are sequential, not interchangeable. It is important that participants attend both application sessions designed for their group. Time will be provided after the two sessions to work again with people in other roles (this will be the purpose of the last workshop activity).

Next the facilitator should take a moment to introduce herself/himself and to provide a brief description of her/his involvement in issues of Title IX or sex equity as they relate to teachers and instruction. Any housekeeping information necessary-- restroom location, availability of materials and pencils, scheduling of refreshments, etc.-- might be included at this time.

The facilitator should then begin to establish a frame of reference for the application sessions for instructional personnel.

Suggested comments:

"During these two application sessions for instructional personnel we will be examining the role of the teacher in the implementation of Title IX and the attainment of sex equity. Although the Title IX regulation does not specify many prohibitions which directly mention the role of the teacher, the ultimate test of Title IX implementation and the attainment of sex equity will be measured by the manner in which educational services reach students in the classroom. Each of the procedural requirements of the Title IX regulation which have been considered in the generic sessions are designed to provide a structure in which nonsexist educational services will be delivered to students. The degree to which this structure will accomplish its goals will be determined by the degree to which instructional staff will be able to implement the intent of the structure and demonstrate sex equity in the classroom.

"The Applications Sessions for Instructional Staff are organized around some of the roles of the teacher within the classroom. These roles may be described as:

- *Teacher as classroom manager*

  Much of the teaching provided students in the classroom is not found in the design of the curriculum and formal learning activities, but rather within the ways that classroom activities are organized and within the interactions between the teacher and the students. Frequently, we are able to identify systematic forms of sex bias in the ways that the classroom is managed and in the interactions of the teacher with the students. During Session A we will be involved in examining the forms of bias that may be identified in the classroom and the strategies that may be used for the elimination of such bias.

- Teacher as curriculum manager

  The most visible role of the classroom teacher is to manage the selection and use of textbooks and instructional materials that are used in the classroom. Teachers exert a great deal of influence in determining which classroom materials are to be used and almost exclusive influence over the manner in which they will be presented. Research has documented that the content and images of textbooks and instructional materials are frequently biased Until teachers have some recognition of the forms of bias that are portrayed in textbooks and instructional materials, and the methods which may be used for overcoming such bias, there is little hope that the effects of such bias may be overcome. The focus of Session B will be to examine the role of the teacher as curriculum manager as it may be used to attain sex equity.

- Teacher as institution builder

  The influence and responsibility of the teacher does not stop at the door of the classroom. All persons working within a district have the opportunity and responsibility to contribute to the overall functioning of the district as it carries out its educational activities. Teachers can assume the role of institution builder by providing leadership and guidance to other staff members, by ensuring that the climate of the school system is free from bias, and by assisting in the development of an institutional structure which meets the needs of all students.

- Teacher as learner

  One of the characteristics of a professional person is a commitment to her/his own personal growth and development. Our knowledge of sex role socialization as it is manifest in education is of comparatively recent origin. Each of us needs to focus on the ways we can extend our knowledge and skills so that we may be prepared to implement Title IX in our classrooms and ensure that activities demonstrate equity for all students and employees.

"During Application Sessions A and B our primary attention will be focused on the first two roles - teacher as classroom manager and teacher as curriculum manager. We hope, however, that you will consider all of the activities in light of their implications for your efforts within the total school system or institution, and their implications for your personal learning and growth.

"The objectives for Application Session A for Instructional Personnel are designed to assist teachers in the elimination of discrimination and bias in their management of the classroom. Specifically, we will be:

- identifying a framework for consideration of sex discrimination and sex bias and the ways that it limits the options of girls and boys in our classrooms

- examining the ways we manage our classrooms and the ways we interact with students as we may be perpetuating sex discrimination and sex bias

- *identifying various strategies which may be used for overcoming sex bias and sex discrimination in the classroom*

- *identifying those actions which we may take which can assist in the implementation of Title IX and the attainment of sex equity*

"You will recall that during our second session we will be focusing on the role of the teacher as curriculum manager, the bias that may be found in textbooks and instructional materials, and the strategies which may be used in overcoming such bias."

The facilitator should provide time for questions and answers to ensure that participants are clear about the purpose of the application sessions and the focus of the application sessions.

II. SEX BIAS IN THE CLASSROOM: AN ASSESSMENT TIME REQUIRED: 30 MINUTES

(A) Individual activity--"Sex Bias in Classrooms and Instruction" (10 minutes)
(B) Paired discussions (10 minutes)
(C) Total group processing (10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with an opportunity to identify forms of differential treatment of females and males within the classroom or in instructional situations
- to assess the forms of bias and the relative difficulties which will be faced in the elimination of such forms of bias
- to identify the resources needed for assistance in the elimination of sex bias in the classroom

Materials needed:

For participant use:

- "Sex Bias in Classrooms and Instruction"--Teacher Worksheet 1 (attached to this session outline)

For facilitator use:

- newsprint and marker, chalkboard and chalk

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials
- prepare sheets of newsprint marked "easiest" and "most difficult"

Procedure:

A. Individual activity--"Sex Bias in Classrooms and Instruction" (10 minutes)

The purpose of this activity is to provide participants with an opportunity to identify the forms of bias or differential treatment of females and males within their classrooms. In addition, the activity provides the facilitator with information regarding the perceptions of participants which should be used as the basis for identifying areas which may be highlighted or related to the participants' frame of reference.

Suggested comments:

"During this session we will be focusing on bias in the classroom or the ways that students may be treated differentially on the basis of sex. If most of us are asked to think about the ways that students are treated differently in classes, we are inclined to say 'I treat all students just alike.' Research has shown that there is a strong possibility that that is not the case. Each of us has grown up in a society where we have learned to expect different things of girls and boys and to respond to the behavior of girls and boys in different ways. During the first activity of this application session we'd like you to think about the ways that girls and boys may be receiving differential treatment in classrooms and instructional situations.

"Would you take out Teacher Worksheet 1 entitled 'Sex Bias in Classrooms and Instruction?' You'll find five different questions which ask you to consider your experience in the classroom. Would you take about 5 minutes to think about the questions and to answer them individually. After you've had a chance to think about the questions, we'll be asking you to share your answers with a partner."

The facilitator should provide participants at least 5 minutes for the completion of the worksheets. It would be useful if the facilitator moves about the room to be available for answering questions or clarifying any points which may be raised.

B. Paired discussions (10 minutes)

When participants have completed the worksheet, the facilitator should ask them to turn to a person sitting near them and compare their responses to the questions. Allow about 10 minutes for participants to compare their responses with each other.

C. Total group processing (10 minutes)

After approximately 10 minutes of paired discussion (or when facilitators feel that the discussion has moved on to topics outside the scope of the activity), the facilitators should reconvene the total group to process the paired discussions.

The facilitator should ask the group for examples of their responses to the questions. Particular attention should be given to the two questions which ask participants to identify those forms of sex differentiation in the classroom which will be "easiest" and "most difficult" to overcome. A second facilitator or volunteer should note the participants responses to these questions on the newsprint charts which have been prepared for this purpose. The charts should remain posted in the room and referred to during the session when appropriate.

III. SEX BIAS IN INSTRUCTIONAL PROCEDURES TIME REQUIRED: 55 MINUTES

(A) Lecturette-"Forms of Sex Bias and Their Manifestations in the Classroom"	(20 minutes)
(B) Questions and answers	(5 minutes)
(C) Individual activity--"Identifying Sex Bias in the Classroom"	(10 minutes)
(D) Small group discussions	(10 minutes)
(E) Total group discussion	(10 minutes)

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an overview of forms of bias and their manifestations in the classroom
- to provide participants with an opportunity to assess their skills in the identification of bias
- to provide participants an opportunity to extend their skills in the correction of bias

Materials needed:

For participant use:

- "Summary of the Forms of Sex Bias in the Classroom"--Teacher Worksheet 2
- "Identifying Sex Bias in the Classroom"--Teacher Worksheet 3

For facilitator use:

- chart (on acetate transparency or newsprint) containing the following key emphasis points to be used with the lecturette

FORMS OF BIAS IN THE CLASSROOM

Invisibility

Boys are given more of the teacher's classroom attention

Stereotyping

Through teacher, and verbal behavior and expectations, female and male students can be channeled into separate roles, activities, and behaviors

Fragmentation/Isolation

Teacher initiation or acceptance of sex-segregated grouping

Linguistic Bias

Use of masculine terminology to refer to all people
Use of derogatory terminology to refer to members of one sex

Imbalance/Selectivity

Heavier instructional emphasis on learning problems that more frequently trouble males

Unreality

Need to provide students with experiences which will prepare them for reality in their lives

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials
- review suggested lecturette and adapt it to accommodate unique group needs or facilitator style
- prepare chart (on acetate transparency or newsprint) on key points of lecturette

Procedure:

A. Lecturette--"Forms of Sex Bias and their Manifestations in the Classroom" (20 minutes)

The purpose of this lecturette is to provide participants with a framework for classifying the forms of sex bias in the classroom and a rationale for learning to recognize and eliminate such bias. The facilitator should have the chart on the Forms of Bias readily available before beginning the lecturette.

Suggested lecturette:

"During the first Generic Session of this workshop, several references were made to research which indicates that the outcomes of the educational programs provided for females and males are not equal. The most comprehensive research on outcomes which was cited was the results of the National Assessment of Educational Progress. 1/ You will recall that the Assessment found major disparities in educational achievement of males and females. Males outperformed females in four areas: mathematics, science, social studies, and citizenship.

"In the other four areas measured, females consistently outperformed males to any large degree in only one (writing); maintained a slight advantage in one (music); and in the remaining two subjects (reading and literature) are above male achievement levels at age 9, then dropped to lag behind males by the young adult ages 26-35.

"The puzzling result of the National Assessment is that in the male dominated areas (mathematics, science, social studies, and citizenship), males and females at age 9 show scholastic achievement that is fairly equal. By age 13, however, females have begun a decline in achievement that continues downward through age 17 and into adulthood.

"These results would suggest that the differences may not be the result of basic ability differences, but rather the impact of the socialization experience on students. The socialization of boys and girls includes the total number of experiences they have in the home and in the community. Most of these experiences we have little or no control over. As educators, however, it is our responsibility to identify those forms of differential treatment in the classroom that may contribute to the different outcomes for females and males. One of the ways that we can measure ultimate equality for students is that we would not find large differences in outcomes or achievements of students on the basis of sex.

"At this time let's begin to examine the classroom and the instructional activities provided in the classroom and see if we can begin to identify some of the factors that may lead to the differential outcomes which we've discussed. Before we explore the data regarding instructional procedures and teacher behavior and student outcomes, it is important that we understand the limitations of the research on the impact of teacher behaviors on student outcomes. First, much of the research on the effect of various types of classroom instruction has been done with white middle class students; it is not generalizable to the instructional treatment of minority students.

"Second, some of the studies of teacher behavior and student performance provide conflicting results. This may be a normal reflection of the difficulty of trying to determine the effect of classroom experiences in long term outcomes when every student is exposed to a multitude of other experiences and variables.

"Last, we have only recently recognized the need for research which focuses directly on differential treatment on the basis of sex, so our knowledge base is limited.

"Despite the limitations of our knowledge as to the specific impact of various forms of differential treatment of students on the basis of sex, there is an overwhelming amount of evidence as to a pattern of sex differentiated treatment which results in different outcomes for females and males. It is our responsibility as teachers to identify as many of the various forms of differential treatment as possible and work to eliminate such differences.

"There are many ways of classifying the various forms of differential treatment of females and males in the classroom. One way to think about the forms of bias is to identify six types of bias - exclusion, stereotyping, fragmentation, linguistic bias, imbalance, and unreality - as they are evident in the management of the classroom and instructional procedures. Let's examine each of these."

The facilitator should display the chart on forms of bias at this time.

Invisibility

"If we were to ask most teachers to recall their most memorable and/or outstanding students, it is likely that most of the names identified would be those of male students. In fact, there is a good deal of data to suggest that males are the salient and visible members of classrooms.

"One way this saliency of males is identified in the classroom is through an analysis of the teacher's interaction patterns with students. Studies indicate that teachers have more interactions of all kinds with boys than with girls in the classroom. Boys are not only reprimanded more (one study shows them receiving 8 to 10 times as many control messages as do girls), but they also appear to be talked to and listened to more frequently than their female counterparts. 2/ In short, while the research is not conclusive it appears that a pattern is formed through which boys receive more of the teacher's active verbal attention.

"More recent research is disclosing many subtle differences in the types of interaction which takes place between teachers and students. For example, one group of researchers has found that teachers most frequently reprimand boys for creating disturbance or discipline problems in the classroom. They most frequently praise boys for their academic performance. The praise and reprimand patterns for girls is nearly completely reversed. Teachers usually praise girls for non-academic behaviors--for being neat, clean, polite, and quiet. When girls receive negative or punitive messages it is usually for their academic performance. 3/ Other studies indicate that boys tend to overestimate their academic skills whereas girls tend to underestimate their skills. 4/

"Lisa Serbin and her colleagues have demonstrated other subtleties in the ways teachers differentially distribute praise to females and males in the classroom. She found that girls are more likely to receive positive reinforcement if they stand close to their teachers while the reinforcement for boys was not dependent on proximity to the teacher. 5/

"In general the teacher interaction studies suggest that girls are less visible and less audible in classrooms than are boys. They seem to get less of the teacher's attention. Further, teachers are likely to offer them reward and praise not for academic performance but for being polite and quiet, and for proximity-seeking behavior.

"Exclusion and invisibility may occur not only through interaction patterns, but also through the physical environment of the classroom. If posters, pictures, newspaper clippings, and other visual materials exclude females, students are being provided a six-hour-a-day lesson in bias through invisibility.

'Oh no! The projector is broken again. I need a young man with some good mechanical aptitude who can come up here and fix it!'

'Girls, would you please pour the punch and pass out the refreshments for the party.'

'Well, John, your performance in my class shows that you have good scientific aptitude. And I know from talking with you that you like working with people and helping them. Have you been thinking about medicine as a career--perhaps becoming a doctor?'

'Well, Joan, your performance in my class shows that you have good scientific aptitude. And I know from talking with you that you like working with people and helping them. Have you been thinking about medicine as a career--perhaps becoming a nurse or lab technician?'

"Perhaps these comments--or different versions of them--may sound familiar to you. They are verbal reflections of the way teachers frequently stereotype students, assuming that the male half of our population has in common one set of abilities, interests, values, and roles and the female half of our population has in common another set of abilities, interests, values, and roles. Such stereotyping generally reflects oversimplified attitudes and completely ignores individual differences.

"The stereotyping in the examples is explicit. However, when teachers hold biased expectations about student behavior, these may be transmitted more subtly. The term 'teacher expectations' or self-fulfilling prophecy may elicit a variety of reactions among you because there have been so many conflicting reports about this phenomenon. You'll remember that several years ago Rosenthal and Jacobson 6/ randomly designated an average of five children per class as academic 'spurters.'

"The teachers were carefully given the names of the 'spurters;' the findings of the study indicated that if teachers expected intellectual blooming in specific children, such gains would, in fact, result. Further, teachers described the randomly selected experimental children as being happier, more curious, more interesting, and having a better chance for success in later life than control subjects.

"Since this pioneering study to uncover some of the teacher/pupil interactive dynamics, there have been numerous studies which attempt to replicate it with many conflicting conclusions. However, after a thorough summary of the research on teacher expectations, Braun indicates that philosophically and psychologically the phenomenon of teacher expectations must be considered seriously. 7/

"There is only limited data on the differential expectations teachers hold for their female and male students. In one study junior high school teachers were asked to select adjectives that they felt would describe good male and good female students. 8/ Here are their responses:

Adjectives Describing Good Female Students		Adjectives Describing Good Male Students	
appreciative	sensitive	active	energetic
calm	dependable	adventurous	enterprising
conscientious	efficient	aggressive	frank
considerate	mature	assertive	independent
cooperative	obliging	curious	inventive
mannerly	thorough		
poised			

These columns reflect stereotypes in miniature of the female and male roles.

"In another study, Parlady investigated the effect of teacher's beliefs on pupils' achievement and concluded that if teachers believe that first grade boys will do as well in reading as girls, then this, in fact, will happen. 9/ Conversely, if teachers do not expect boys to do as well as girls, then, in fact, their reading performance will be lower.

"Braun concludes, as a result of his analysis of teacher expectations research: 'Teachers need to be sensitized to the biases and stereotypes they hold and encouraged to examine these seriously in relation to their classroom behavior. After all, it is the 'teacher expectation of the pupil' and the vicious circle it triggers that will determine largely the child's self-image, and ultimately, academic success or failure.' 10/

"Stereotypes teachers hold for their students on the basis of sex, race, class, or ethnicity may be manifested not only in the interpersonal climate of the classroom but in the physical structure as well. Displayed materials, showing active boys and passive girls and showing women primarily or solely as homemakers and men engaged in a variety of occupations are continual visual reminders of limited options and alternatives."

Fragmentation/Isolation

"Fragmentation or separation on the basis of sex is another way that bias emerges in instructional management of the classroom. There are many ways that this segregation occurs. Teachers may establish procedures which delineate separate lining-up procedures for female and male students. There may be various academic competitions set up with 'the boys against the girls.' There may be a single sex interest and work group established.

"Sometimes single sex interest work and play groups emerge as a phenomenon of peer rather than teacher selection. Then bias may emerge not through teacher initiation but rather through teacher tolerance and acceptance. For example, in elementary school cases of the 'all boys club-no girls allowed,' teachers may shrug, smile and reflect on how the situation will change one day. However, these same teachers would in all likelihood find a situation of 'no Jews, no Italians, no Blacks allowed' abhorrent and would intervene to stop racial, ethnic, or religious exclusion. Sex separation, whether actively initiated or passively tolerated by the teacher, encourages social and academic isolation of the sexes and denies equality of opportunity and experience.

"As with the previous forms of bias, fragmentation and isolation may also appear in the physical arrangement of the classroom. If visual materials are separated so that there is a single bulletin board of famous contemporary women (or Blacks or Jews or Italians), the message is being transmitted that this group is somehow separated from and tangential to the cultural mainstream."

Linguistic Bias

"The same forms of bias that characterize the language patterns in instructional materials may also be manifested in the teacher's verbal expression. If the teacher subsumes all people under the term mankind, refers to historical figures as our forefathers, continually uses the pronoun 'he' to encompass both females and males, uses biased occupational terms, refers to adult males as 'men' and adult females as 'girls,' uses or accepts student usage of slang terms that reduce women to animal status (chick, bitch, biddy, etc.), then a sex-biased perception of reality is created for students in that classroom.

"Further, linguistic bias may be apparent in all forms of written communication in the classroom--visual displays, letters to students and parents, classroom tests, journals, newspapers, etc. The result is that both verbal and written communcation complement each other to reinforce sexist perceptions."

Imbalance/Selectivity

"Encouraging each student to reach his or her full potential is at the heart of the educational process. However, through imbalance in the nature of compensatory instruction and sex-biased selection of those in need of remediation, realization of goals is often denied.

"Before we discuss imbalance of emphasis in the nature of compensatory instruction in our schools, it is important to take a brief look at what we know about sex differences in intellectual abilities and achievement patterns.

"There are many considerations to keep in mind when discussing sex differences. For example, sex difference discussion focuses on average differences between males and females, and there is always a great deal of overlap between the sexes. Further, most of the research has been done on white middle class children and findings may not be generalizable to other groups. Studies which result in findings of sex differences are more likely to get published than are findings of no differences (null findings). Consequently, this may result in the establishment of a research data base that magnifies and exaggerates differences that may exist between the sexes. Finally, it is inaccurate to assume that an ability or behavior that is determined to be a sex difference is innate. There must be further study to discover whether the difference is innate or learned.

"According to Jacklin, there appear to be two intellectual sex differences: verbal abilities and spatial visualization.11/ Starting at about the junior high school years, girls achieve higher average scores on tests of verbal ability while boys achieve higher average scores on tests of spatial visualization which measure the ability to mentally rotate objects on two and three dimensions. There is evidence that spatial abilities can be directly and quickly taught. There is also a good deal of discussion concerning the potential relationship of spatial visualization abilities to achievement in mathematics.

"We find a pattern in which boys have more problems in areas of reading and verbal ability. Girls are more likely to be at a disadvantage in areas related to spatial abilities, mathematics, and science. It is now important to take a look at the selection and balance with which compensatory instruction is delivered in our schools.

"For years educators have been pondering why Johnny can't read, and the educational literature is filled with articles analyzing the problem and positive solutions. Further, when we consider the nature of the compensatory instruction offered by our school systems, we become aware that a key emphasis in this special instruction is on reading and verbal skills--the main problem areas for boys. In fact, the population serviced by this special instruction is primarily male. According to Gillespie and Fink, one of the 'more interesting stable phenomenon in special education (is) that many more boys than girls are in need of special services.' 12/

"There are many possible explanations proffered as to why males appear to be in greater need of special instruction. However, increasing numbers of educators have begun to consider that there may be more males receiving special instruction because we have selected and emphasized that area of intellectual disadvantage which is most troublesome to male students.

"Only recently have educators begun to ponder why Anne can't do math and why Sally has such a weak comprehension of even basic scientific principles. Only recently have some educators begun to consider that spatial skills should be taught in our classrooms. And only recently have special programs emerged to help alleviate the particular problems that female students are more likely to have in the area of mathematics. This is particularly critical because so many female students avoid taking math courses, and math has become the 'critical filter' that denies females access to a wide array of occupations."

Unreality

"When teachers are asked whether they use different instructional procedures for their female and male students, they often express shock and denial. 'Of course not,' is a typical response. 'I treat girls and boys in my classroom just the same.' However, when these same teachers are observed, differential instructional patterns are clearly observable.

"If teachers are to eliminate the sex bias that is reflected in instructional procedures, it is critical that they recognize the reality of this bias. They must become aware that it exists.

"Perhaps one of the reasons that it is difficult for us to recognize the reality of differential treatment in our classroom is that we may not have examined the reality of the changes in our lives. We know that one of the major changes in the lives of women has been their entry into the paid labor force. Nine out of ten female students in our classrooms today will find it necessary to work outside the home sometime in their lives. Yet we continue to present images to females and males that are not consistent with this reality. Until we help female and male students to understand the reality of what they can expect from their adult lives--that women and men will be sharing work in paid employment and at home--only then will we be meeting the needs of the students we teach.

"When sex bias is reflected in the very nature of the instructional process, the potential outcome is the loss of self-affirmation and esteem, loss of academic and occupational potential, denial of equal opportunity and limitations set on our students' alternatives and options. Until teachers understand and act on the need to eliminate differences in the teaching of females and males, only then will we be able to implement Title IX fully and attain sex equity."

B. Questions and answers (5 minutes)

After completing the lecturette, the facilitator should allow approximately five minutes for answering any questions or making any necessary clarifications of the materials presented.

C. Individual activity--"Identifying Sex Bias in the Classroom" (10 mintues)

The purpose of this individual activity is to provide the participants with an opportunity to develop their skills in identifying and correcting the various forms of bias in instructional practices in the classroom.

The participants will be asked to use an information sheet ("Summary of the Forms of Sex Bias in the Classroom"--Teacher Worksheet 2), which briefly describes and gives examples of the forms of sex bias in the classroom. This summary can be used as a reference for participants as they analyze the Case Examples which are found in Teacher Worksheet 3--"Identifying Sex Bias in the Classroom."

The facilitator should introduce this activity with comments such as the following:

"During the past few minutes we have been reviewing the forms of bias that may be found in instructional procedures within the classroom. Knowing the categories of these forms of bias is an important first step in learning how to recognize these forms of bias in the classroom. The next step in our understanding of the forms of bias is knowing how to recognize them in classroom activity and how we might correct them.

"If you will turn to Teacher Worksheet 2 entitled, 'Summary of the Forms of Sex Bias in Instructional Procedures,' and Teacher Worksheet 3 entitled, 'Identifying Sex Bias in the Classroom,' you will have an opportunity to assess your awareness of the forms of bias. Would you first read through the cases which you will find in Worksheet 3. If you decided that the example is biased, then you should identify the form of bias and the steps which could be taken to correct the form of bias which you identified. After you've had about ten minutes to work on the cases individually, you will have a chance to discuss your responses in a small group."

D. Small group discussions (10 minutes)

After approximately 10 minutes, participants should be asked to form small groups of four to six per group. During this time, they should be encouraged to share their responses, and the facilitator should move about the room to answer any questions or clarify any points which may be raised. The facilitator should also take notes as to the points which should be raised during the total group processing.

E. Total group processing (10 minutes)

After participants have had approximately 10 minutes to discuss their responses to Teacher Worksheet 3, the facilitator should reconvene the total group to process this activity. Answers to the various case examples should be discussed, and participants should be encouraged to raise specific questions and issues which emerged in their small group activities. The facilitator should also raise issues that she/he noted during the small group sessions. In addition, the facilitator might wish to raise the following questions at this time:

- Which forms of sex bias in the classroom were easiest for you to identify?
- Which forms of sex bias in the classroom were most difficult for you to identify?
- Which forms of sex bias in the classroom were most difficult for you to correct?
- Which other examples of the forms of sex bias in your classroom can you identify?

IV. BREAK TIME REQUIRED: 10 MINUTES

V. THE TEACHER, TITLE IX AND SEX EQUITY — TIME REQUIRED: 35 MINUTES

(A) Lecturette--"The Teacher, Title IX and Sex Equity" (10 minutes)
(B) Individual activity--"Recognizing Sexist and Nonsexist Practices and Behaviors" (5 minutes)
(C) Small group discussions (10 minutes)
(D) Total group processing (10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with a framework for understanding the requirements of the Title IX regulation as applied to the classroom situation
- to provide participants with a method of identifying various forms of sexist and nonsexist behaviors

Materials needed:

For participant use:

- "Recognizing Sexist and Nonsexist Behaviors"--Teacher Worksheet 4

For facilitator use:

- Chart listing the categories of sexist and nonsexist behaviors

TYPES OF SEXIST AND NONSEXIST BEHAVIORS

Sexist Behaviors

- Sex-discriminatory behaviors - those behaviors which are specifically prohibited by Title IX
- Sex-biased behaviors - those behaviors which treat females and males equally or in a similar manner

Nonsexist Behaviors

- Sex-fair behaviors - those behaviors which indicate an equal treatment of students or which impact similarly on females and males
- Sex-affirmative behaviors - those behaviors which go beyond being sex fair by attempting to overcome the past effects of bias and discrimination for the affected sex

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and all participant materials
- review suggested lecturettes and comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Lecturette--"The Teacher, Title IX, and Sex Equity" (10 minutes)

The purpose of this activity is to provide participants with a framework for understanding the various forms of sexist and nonsexist behaviors which may be manifest in schools. This is carried out through the provision of a lecturette on the types of sexist and nonsexist behaviors and the use of a related worksheet which provides an opportunity for participants to assess their recognition skills.

Suggested lecturette:

"During the last activity we spent a considerable amount of time identifying the various forms of bias that may be found in the classroom. This outline of the forms of bias provides us with a useful method of indentifying and recognizing behaviors in the classroom which may be sexist.

"Let's move our understandings of biased behavior beyond the recognition of bias to an understanding of behaviors which are also illegal. As teachers working in schools we have the responsibility of understanding the legal requirements for nondiscrimination and the ways that sexist and nonsexist behaviors are considered within the context of the Title IX regulation. During this session we're going to concentrate on understanding the nature of our legal responsibilities, as well as our educational responsibilities.

"You will recall from the earlier generic sessions that the Title IX regulation is made up of four basic sections: procedural requirements which the school system must implement; prohibitions of differential treatment of admissions on the basis of sex; prohibitions of differential treatment of students on the basis of sex; and prohibitions of differential employment practices on the basis of sex. The section of the regulation which is most relevant to your teaching role is the section which outlines prohibitions relating to the treatment of students; and the section which is most relevant to your role as an employee of a school district is the section on prohibitions in differential employment practices.

"The primary intent of Title IX is to ensure that no policy, program, or practice of an education agency is discriminatory on the basis of sex. The law protects the rights of students and employees to freedom from discrimination on the basis of sex in education programs and activities which receive Federal funds. It is important to understand

that simple nondiscrimination may not be sufficient to combat sex stereotypes which are deeply ingrained in our culture. If we are to move beyond discrimination, we must understand not only the ways that we may discriminate on the basis of sex, but also the behaviors which can overcome sex stereotyping and sex bias.

"One of the ways that we can distinguish among the various types of behaviors which are appropriate for various situations is to begin to categorize sexist and nonsexist behaviors. (Display and refer to the chart.)

"Another category of sexist behavior is composed of those behaviors which reflect stereotyped or biased assumptions or behaviors, but which are not clearly covered by the Title IX regulation. Single statements such as 'Married women shouldn't work' reflect bias, but until it can be demonstrated that the statement results in differential treatment of females and males, it would probably not be covered by the Title IX regulation. Another example of biased activities or messages is found in the images provided in textbooks and instructional materials. Since textbooks and instructional materials are not covered under the Title IX regulation, their use would not be discriminatory but they would provide a clear example of sex bias in the classroom. (It is important to note when state laws may prohibit the use of biased or stereotyped textbooks and instructional materials.)

"If we consider nonsexist behaviors, we can also identify two categories. Sex-fair behaviors are those which treat females and males in identical or comparable ways. Giving female and male students the same types of assignments, evaluating female and male students using the same standards, and applying the same rules to female and male students would be examples of sex-fair behaviors.

"Sex-affirmative behaviors are those which go beyond sex fairness and attempt to overcome the effects of past sex bias and discrimination for the affected sex. For example, providng special programs for increasing reading skills (which are likely to benefit greater numbers of males than females) and special programs for increasing mathematical skills (which are likely to benefit greater numbers of females); and recruiting students into nontraditional vocational courses; counseling students on ways which make them aware of their own stereotypes would all be sex-affirmative actions designed to overcome the effect of past discrimination and bias.

"Similarly, these categories may be applied to a consideration of the employment practices of a district. Examples of sex discriminatory practices would be differential payment of employees on the basis of sex, differential assignment of tasks on the basis of sex, or differential fringe benefits on the basis of sex. Examples of sex-biased behaviors would be administrators reinforcing male staff by dropping in on their classes, praising their performance, encouraging them to think about administrative jobs, etc., without displaying similar behaviors toward female staff members.

"Sex-fair behaviors would provide equal treatment and consideration for females and males applying for jobs, equal pay for equal jobs, and reinforcement on the basis of staff performance, rather than on the basis of sex. Sex-affirmative behaviors would include programs such as administrative internships which would encourage women to prepare for administrative jobs, provision of management training for staff who are interested in administration, recruitment of male teachers for early childhood and elementary teaching positions, etc.

"There is no index or catalog of sexist and nonsexist behaviors. That's why it's essential that teachers and other staff members learn to distinguish between what is prohibited by Title IX, what is sex biased, what is sex fair, and what is sex affirmative. With this skill any teacher can then assess the degree to which nondiscrimination on the basis of sex and programs for sex equity are being implemented in the classroom and the school."

B. Individual activity--"Recognizing Sexist and Nonsexist Behaviors" (5 minutes)

The facilitator should ask participants to turn to Teacher Worksheet 4 entitled "Recognizing Sexist and Nonsexist Behaviors." Explain that they are asked to read through each of the items provided and determine how it should be categorized within the four categories of sexist and nonsexist behavior.

The facilitator should be available to answer any questions or make any necessary clarifications of points which may be raised by participants.

C. Small group discussions (10 minutes)

After participants have had approximately 5 minutes to categorize the items given on the worksheets, the facilitator should ask the participants to form groups of four. When they have formed the groups they should compare their responses and discuss any questions which may be raised.

D. Total group processing (10 minutes)

When participants have completed the small group discussions, the facilitator should reconvene the total group and process the discussions. Questions which may be used for this purpose include:

- Which behaviors were easiest to categorize?
- Which behaviors were most difficult to categorize?

If the participants seem to have had difficulty categorizing the behaviors, the facilitator may wish to review the distinctions and provide additional examples. Then she/he might ask the group to suggest examples of behaviors which would be classified in each of the categories.

As soon as it appears that the majority of the participants understand the terms, the facilitator should move on to the next activity.

VI. NONBIASED AND AFFIRMATIVE TEACHING — TIME REQUIRED: 35 MINUTES

(A) Introductory comments (5 minutes)
(B) Paired interviews--"Assessing Sex Bias in Classroom Management" (15 minutes)
(C) Total group processing (10 minutes)
(D) Individual activity--"Identifying Action Steps" (5 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with a framework for assessing sex bias in classroom activities
- to assist participants in the development of action steps which they may take to ensure nonbiased and affirmative teaching in their classrooms

Materials needed:

For participant use:

- "Assessing Sex Bias in the Classroom"--Teacher Worksheet 5
- "Identifying Action Steps"--Teacher Worksheet 6

For facilitator use: None

Facilitator preparation required:

The facilitator should:

- thoroughly review the total session outline and participant materials
- review suggested comments and adapt to accommodate unique group needs or facilitator style

Procedure:

A. Introductory comments (5 minutes)

The purpose of this activity is to provide participants with a structure for examining possible bias which may be found in the management of their classrooms.

Suggested comments:

"Thus far in this application session we have considered forms of bias which may be found in our classrooms and a method for categorizing sexist and nonsexist behaviors. As teachers delivering services to students, we have legal responsibility for ensuring that our classrooms are free from discriminatory programs and practices.

"We must also be aware of our responsibilities as educators. As educators it is our responsibility to respond to the needs of all students who are in our classrooms and to make every effort possible to eliminate those forms of sex bias which may be evident in the management of our classrooms. As we discussed earlier, we are not always aware of the ways which we may be demonstrating bias in the management of our classrooms. If we are to ensure that we have eliminated bias in our classrooms, it will be necessary to make a deliberate effort to examine our own behavior.

"Would you please take out Teacher Worksheet 5 entitled 'Assessing Sex Bias in Classroom Management.' You will find questions concerning the ways you manage various aspects of the cognitive/affective environment and the physical environment of your classroom.

"Would you please turn to a person near you and spend about ten minutes interviewing each other as you complete your worksheets. Each of you will be completing your own worksheet but we hope that you will help each other to really think about the degree to which bias may be found in your classroom. You can assist each other by raising questions and trying to identify possible instances when bias may emerge in the management of classroom activities."

B. Paired interviews (15 minutes)

The facilitator should provide about 10 minutes for the paired discussions. She/he should be available for answering questions or clarifying any points which may be raised.

C. Total group processing (10 minutes)

When the pairs of participants have had about 10 minutes to discuss Teacher Worksheet 4, the facilitator should reconvene the total group and process the discussions. Questions which could be used for processing the discussion include:

- Which behaviors do you think are most likely to reflect sex bias?
- To what extent have you considered the fact that you may be treating females and males differently in the classroom?
- What types of things can you do to obtain further information about the ways that others (students or colleagues) may see your behavior in the classroom?

After the facilitator has had an opportunity to process these comments, the facilitator may wish to summarize the activity with comments such as the following:

"Becoming aware of sex bias in the management of our classrooms is the first step for attaining sex equity. This will not happen, however, unless we follow-up and take the next actions which can lead to the attainment of equity.

"Now that you've had an opportunity to identify the forms of bias which may be found in the classroom, we're going to ask you to take a few minutes to identify the things you need to do. Would you take out Teacher Worksheet 6 entitled, 'Identifying Action Steps' and answer the questions provided on the worksheet. These will provide you with a reminder of the things you need to do when you return to your classrooms."

D. Individual activity--"Identifying Action Steps" (5 minutes)

After the participants have had about four minutes to complete the worksheet the facilitator may wish to ask participants to indicate some of the action steps that they plan to take when they return to their classrooms. This sharing of ideas should be brief but provide an opportunity for participants to hear some of the other participants' responses.

VII. SUMMARY AND CLOSING

TIME REQUIRED: 10 MINUTES

(A) Summary and closing comments

Purpose of the activity:

The purpose of this activity is:

- to provide participants with a summary of Application Session A and to prepare them for the activities which are included in Application Session B for Instructional Personnel

Materials needed:

For participant use: None

For facilitator use: None

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and participant material
- review suggested comments and adapt them to accommodate unique group needs and facilitator style

Procedure:

A. Summary and closing comments (10 minutes)

The purpose of the summary and closing comments is to provide participants with a sense of closure on the role of the teacher as classroom manager and to set the stage for the activities which are planned for Application Session B. This may be implemented by providing comments such as the following:

"The activities of Application Session A for Instructional Personnel have focused on the role of the teacher as classroom manager and the forms of bias which may be evident within the management of the classroom. We have reviewed the forms of bias and identified various action steps which we can take to combat such bias. If Title IX is to have meaning for the delivery of services to students, it will require the best efforts of teachers to ensure equity in the management of classrooms.

"During Application Session B we will move to consideration of another critical role of the classroom teacher--that of curriculum manager. We will be reviewing the issues of bias in textbooks and instructional materials. Many of the principles we've outlined during this session will be evident in dealing with instructional materials. In addition, we will be examining many of the parallel forms of sex bias and racial-ethnic bias; and the strategies which may be used for dealing with such bias in the classroom."

The facilitator should handle any questions which participants may have and make any necessary clarifications. The facilitator should announce the time and place for Application Session B before closing the group session.

FOOTNOTES

1/National Assessment of Educational Progress, "Males Dominate in Educational Success," NAEP Newsletter (October 1975).

2/Robert Spaulding, "Achievement, Creativity, and Self-Concept Correlates of Teacher-Pupil Interactions in Elementary School," Cooperative Research Project No. 1352 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1963).

3/C.S. Dweck, "Sex Differences in the Meaning of Negative Evaluation in Achievement Situations: Determinants and Consequences," paper presented at the annual meeting of the Society for Research in Child Development (Denver, Colorado, 1975).

4/V.C. Crandall, "Sex Differences in Expectancy of Intellectual and Academic Reinforcement," in C.P. Smith (ed.), Achievement Related Motives in Children (New York: Russell Sage Foundation, 1969).

5/L. Serbin, K. O'Leary, and I. Tonick, "A Comparison of Teacher Responses to the Pre-Academic and Problem Behavior of Boys and Girls," Child Development 44 (1973): pp. 796-804.

6/Robert Rosenthal and Lenore Jacobson, "Pygmalion in the Classroom: An Excerpt," in Melvin Silberman (ed.), The Experience of Schooling (New York: Holt, Rinehart and Winston, 1971).

7/Carl Braun, "Teacher Expectation: Sociopsychological Dynamics," Review of Educational Research Vol. 46, No. 2 (Spring 1976): pp. 185-213.

8/B.J. Kemes, "A Student of the Relationship Between the Sex of the Student and the Assignment of Marks by Secondary School Teachers," Ph.D. dissertation, Michigan State University (1965).

9/Michael Palardy, "For Johnny's Reading Sake," Reading Teacher 22, No. 8 (May 1969): pp. 720-724.

10/Carl Braun, op. cit., p. 209.

11/Carol Jacklin, "Sex Differences," paper prepared for Resource Center on Sex Roles in Education (Washington, D.C., 1977).

12/Patricia Gillespie and Albert Fink, "The Influence of Sexism on the Education of Handicapped Children," Exceptional Children 41 (November 1974): p. 159.

IDENTIFYING AND OVERCOMING SEX BIAS IN INSTRUCTIONAL MATERIALS

Outline for Application Session B for Teachers

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

TEACHING FOR SEX EQUITY:
ELIMINATING BIAS IN INSTRUCTIONAL MATERIALS

APPLICATION SESSION B
FOR INSTRUCTIONAL PERSONNEL

Session Specifications

Session population: Instructional personnel working in local education agencies

Session objectives:

The objectives for Application Session B for Instructional Personnel include:

- to identify a context for understanding sex and race bias in instructional materials
- to provide a review of research regarding sex and race bias in instructional materials and their possible effects on the behavior of students
- to examine the use of content analysis techniques as a means of identifying bias in instructional materials
- to provide an overview of strategies which may be used for overcoming the bias in instructional materials and its effects
- to extend our skills for the revision of bias in instructional materials
- to identify action steps for dealing with the problems of bias in instructional materials in the classroom
- to review the roles of the teacher as curriculum manager, institution builder, and learner as they apply to implementing Title IX and attaining sex equity

Time required: Three hours

Materials needed:

For participant use:

- "Summary of the Forms of Bias in Instructional Materials"-- Teacher Worksheet 7
- "Identifying Sex Bias in Instructional Materials"--Teacher Worksheet 8
- "Identifying Racial-Ethnic Bias in Instructional Materials"--Teacher Worksheet 9

- "Teaching Critical Reading Skills: A Guide for Analyzing Racial and Sexual Bias in Elementary Readers"--Teacher Worksheet 10
- "Distinguishing Among Sex and Race Biased and Nonbiased Materials"--Teacher Worksheet 11
- "What Can I Do?"--Teacher Worksheet 12

For facilitator use:

- Chart of "Objectives for Application Session B" (see section I of this outline)
- Stimulus photographs (to be supplied by CCSSO staff-- see section II of this outline)
- Chart on "Forms of Bias" (see section III of this outline)
- Evaluation forms (see section VIII of this outline)

Facilitators required:

Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills and who represent racial-ethnic diversity.

Facilitator preparation required:

The facilitator should:

- thoroughly review this outline and all participant materials
- review suggested lecturettes and introductory comments and adapt them to accommodate unique group needs and facilitator style

  --"Introductory comments" (see section I of this outline)

  --"Institutionalized Bias in Education and Instructional Materials" (see section III of this outline)

  --"Introductory comments" (see section V of this outline)

  --"Introductory comments" (see section VI of this outline)

  --"Introductory comments" (see section VII of this outline)

  --"Summary and closing comments" (see section VIII of this outline)

Group size: Flexible

Facilities required:

Meeting room to accommodate expected number of participants; tables and moveable chairs will facilitate small group work

Equipment and supplies required:

Newsprint, markers and tape; chalk and chalkboard; pencils for each participant

TEACHING FOR SEX EQUITY:

ELIMINATING BIAS IN INSTRUCTIONAL MATERIALS

APPLICATION SESSION B
FOR INSTRUCTIONAL PERSONNEL

Session Agenda

I.	OPENING COMMENTS	TIME REQUIRED: 10 MINUTES
II.	THE ORIGINS OF BIAS: OUR PERCEPTUAL FRAMEWORK	TIME REQUIRED: 25 MINUTES
	A. Introductory comments	(3 minutes)
	B. Small group activity--"Examining Our Perceptions"	(10 minutes)
	C. Total group processing	(12 minutes)
III.	INSTITUTIONALIZED BIAS IN EDUCATION AND INSTRUCTIONAL MATERIALS	TIME REQUIRED: 25 MINUTES
	A. Lecturette--"Institutionalized Bias in Education and Instructional Materials"	(20 minutes)
	B. Questions and answers	(5 minutes)
IV.	BREAK	TIME REQUIRED: 10 MINUTES
V.	IDENTIFYING THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS	TIME REQUIRED: 40 MINUTES
	A. Introductory comments	(5 minutes)
	B. Individual activity--"Identifying Sex Bias in Instructional Materials"	(5 minutes)
	C. Small group discussions	(10 minutes)
	D. Individual activity--"Identifying Racial-Ethnic Bias in Instructional Materials"	(5 minutes)
	E. Small group discussions	(10 minutes)
	F. Total group processing	(5 minutes)
VI.	IDENTIFYING BIAS IN INSTRUCTIONAL MATERIALS: CONTENT ANALYSIS	TIME REQUIRED: 25 MINUTES
	A. Introductory comments	(5 minutes)
	B. Individual activity--"Identifying Content Analysis in Instructional Materials"	(10 minutes)
	C. Total group processing	(10 minutes)

VII. DISTINGUISHING BETWEEN BIASED AND NONBIASED MATERIALS — TIME REQUIRED: 30 MINUTES

A. Introductory comments (5 minutes)
B. Small group activity (10 minutes)
C. Total group processing (5 minutes)
D. Action planning (10 minutes)

VIII. SUMMARY, EVALUATION, AND CLOSING — TIME REQUIRED: 15 MINUTES

A. Summary comments (5 minutes)
B. Evaluation of Application Session (5 minutes)
C. Closing Comments (5 minutes)

TOTAL TIME REQUIRED: 180 MINUTES

I. OPENING COMMENTS TIME REQUIRED: 10 MINUTES

Purposes of the activity:

The purposes of this activity are:

- to provide participants with an overview of the activities of Application Session B
- to provide participants with a listing of the objectives of Application Session B
- to provide participants with an overview of the role of the teacher as curriculum manager

Materials needed:

For participant use: None

For facilitator use:

- a chart of session objectives for Application Session B

OBJECTIVES FOR APPLICATION SESSION B

- to identify a context for understanding sex and race bias in instructional materials
- to provide a review of research regarding sex and race bias in instructional materials and their possible effects on the behavior of students
- to examine the use of content analysis techniques as a means of identifying bias in instructional materials
- to provide an overview of strategies which may be used for overcoming the bias in instructional materials and its effects
- to extend our skills for the revision of bias in instructional materials
- to identify action steps for dealing with the problems of bias in instructional materials in the classroom
- to review the roles of the teacher as curriculum manager, institution builder, and learner as they apply to implementing Title IX and attaining sex equity

Facilitator preparation required:

The facilitator should:

- thoroughly review this total session outline and participant materials
- read suggested comments and adapt them to accommodate unique group needs and facilitator style
- prepare chart (on acetate transparency, or newsprint) on Session Objectives

Procedure:

The purpose of this activity is to provide participants with an overview of Application Session B for Instructional personnel and the role of the teacher as curriculum manager. Comments which may be used for this purpose are given below:

A. Suggested comments:

"During the first application session the focus of our activities was on the role of the teacher as classroom manager. We identified some of the ways which bias may be manifest in our interactions with students, in the physical environment provided in the classroom, and in our management of classroom activities. We reviewed the implications of Title IX requirements for these behaviors and the need to move beyond the elimination of discrimination to the provision of affirmative activities which can overcome the effects of sex bias and sex stereotyping.

"During Application Session B we will move to consideration of another role of the teacher--that of curriculum manager--and the implications of that role as it pertains to sex bias. Because of the similarity of many of the manifestations of racial/ethnic bias and sex bias in instructional materials, we will consider the ways that racial/ethnic and sex bias in instructional materials may be analyzed and combatted as a coordinated activity. Coordinated activities which assist students to consider the various forms of bias, extend students' critical reading skills, and increase their awareness of the various forms of bias in textbooks and instructional materials.

"One of the roles of the teacher is to manage the instructional or curriculum resources that are used in the classroom. As teachers, you exert a substantial influence in deciding which materials will be used, and how they will be used. There is a significant amount of research which suggests that the selection and use of instructional materials are critical elements for any program which attempts to reduce racism and sexism in education and in our society. Textbooks and instructional materials provide images for children, images which extend the boundaries of their world. When the images of the world are limited or reflect unreality, the options and understandings of students are limited.

"Sex bias and discrimination in instructional materials are exempted from coverage under the Title IX regulation because the Department of Health, Education, and Welfare feared the potential conflict of such coverage with First Amendment guarantees of freedom of expression. The importance of such bias in limiting equity for students was acknowledged, however, by the Secretary of Health, Education, and Welfare in a statement issued upon the release of the proposed regulation to implement Title IX, which read:

> 'The Department recognizes that sex stereotyping in curricula is a serious matter...the Department assumes that (schools) will deal with this problem in the exercise of their general authority and control over curricula and course content.'

"Teachers can play the critical role in the overcoming of such bias. This role will be the focus of this session. Because the issues of race and sex bias in textbooks are similarly manifest and may be dealt with by similar strategies, both of these forms of bias will be considered in session activities.

"The objectives which guide the organization of Application Session B for Instructional Personnel include the following: (Refer to chart)

Objectives for Session B

- to identify a context for understanding sex and race bias in instructional materials
- to provide a review of research regarding sex and race bias in instructional materials and their possible effects on the behavior of students
- to examine the use of content analysis techniques as a means of identifying bias in instructional materials
- to provide an overview of strategies which may be used for overcoming the bias in instructional materials and its effects
- to extend our skills for the revision of bias in instructional materials
- to identify action steps for dealing with the problems of bias in instructional materials in the classroom
- to review the roles of the teacher as curriculum manager, institution builder, and learner as they apply to implementing Title IX and attaining sex equity

"During Application Session B we will be examining the origins of bias, reviewing research on the nature and extent of bias in textbooks and its possible effects, spending some time doing a content analysis of instructional materials, identifying strategies for overcoming bias in instructional materials, identifying action steps for change in our classrooms, and reviewing other roles of the teacher as they pertain to implementation of Title IX and the attainment of sex equity."

The facilitator should stop at this point and ask for any questions which may need to be answered or make any necessary clarifications of points which have been raised.

II. THE ORIGINS OF BIAS: OUR PERCEPTUAL FRAMEWORK

TIME REQUIRED: 25 MINUTES

(A) Introductory comments (3 minutes)
(B) Small group activity--"Examining Our Perceptions" (10 minutes)
(C) Total group processing (12 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with an opportunity to examine similarities and differences of our perceptions of situations
- to provide participants with an overview of the origins of bias which are found in our perceptual framework

Materials needed:

For participant use:

- stimulus photographs for use in small group sessions (one picture for every four participants)

For facilitator use:

- chart of questions to be considered in the activity

Questions for Considering Stimulus Pictures

--Using your imagination, describe the situation which you think might be reflected in your photograph. What is happening?

--Select one person in the photograph and describe what you think that person is feeling at the moment of the photograph.

--Suppose that this were a movie rather than a still photograph. Describe what you think might happen in the next frame(s).

Facilitator preparation required:

- thoroughly read this total session outline and all participant materials
- secure stimulus pictures which include more than one person and which suggest a scene where feelings are being expressed
- prepare chart of questions to be used by the small groups while considering the stimulus pictures

Procedure:

A. Introductory comments (3 minutes)

The participants in most workshop groups will represent varying degrees of awareness of the forms and manifestations of bias in instructional materials, varying emotional reactions to the issue involved (ranging from commitment to change, to denial, guilt, or hostility), and varying levels of personal activity related to the problem. For this reason, it is desirable to open the session with an activity which may help to define the issue of bias in a relatively nonthreatening way, to establish a common frame of reference for considering the information and activities to follow, and to provide a climate for participant involvement and group sharing during the session.

The opening comments might include some variation of the following:

"This Application Session focuses on the issues of racial, ethnic, and sex bias in instructional materials. Before we begin to explore the specific issues involved, it's useful to spend a few minutes considering one of the words or concepts we will be using throughout the session; the concept of bias. Many of us here may feel that bias is a negative or accusatory word. It is important to remember, however, that although some biases may have negative effects on our own lives or those of others, a bias is essentially a way that all persons have of organizing their worlds and the information and activity around them.

"Because it is impossible for any individual to absorb and deal with all the stimuli surrounding her or him, individuals learn to emphasize or pick out certain stimuli and to de-emphasize or ignore others. What each of us learns to emphasize or to ignore is the result of our own experiences and the rewards and values of the people or institutions around us. It is in this way that we learn a perceptual framework or a set of biases which we use to organize and interact with the world around us.

"Each of us brings our own perceptual frame or biases to any experience. For the next few minutes we will explore our own perceptual frames or biases."

B. Small group activity--"Examining Our Perceptions" (10 minutes)

The facilitator should ask the participants to form small groups of four persons each. Distribute the stimulus pictures which have been prepared so that each group receives one picture. Display the chart which has been prepared on overhead transparency or newsprint which gives the following instructions.

1. Using your imagination, describe the situation which you think might be reflected in your photograph. What is happening?

2. Select one person in the photograph and describe what you think that person is feeling at the moment of the photograph.

3. Suppose that this were a movie rather than a still photograph. Describe what you think might happen in the next frame(s).

The facilitator should review these questions with the participants. Ask the participants to spend a few minutes writing responses to these questions individually.

When most participants have completed their individual responses, ask them to share their responses in their small group and to compare the similarities and differences in their answer.

C. Total group processing (12 minutes)

After participants have had an opportunity to discuss their responses in their small groups, ask them to share their observations with the total group. Initiate this by general questions such as:

- How many of you found your responses very similar to those of other members of your group?
- How many of you found your responses very different from those of other members of your group?
- What kinds of similarities and differences were evident? What are some examples?

In most groups, participants volunteer that each of them made very different responses, responses which reflected their own experiences, biases or stereotypes. In many groups, participants may also comment that they noticed that each person was inclined to defend strongly her/his own responses to the questions, even though all of them began from the same relatively neutral stimulus photograph.

The facilitator should conclude the activity, making sure that the following points have been made.

- The kinds of responses or interpretations possible to any single photograph, situation, or piece of information are as numerous as the number of people examining it.
- The responses that each of us makes to any information or situation reflect our own experiences or expectations. They reflect a perceptual framework or bias.
- Similarities or differences in our perceptual frameworks or biases and those of others often reflect similarities or differences in our experiences and theirs.
- In our small groups, the photo activity focused on individual biases. In considering other session activities, it is important to keep in mind that a bias may be either individual or institutionalized. In discussing bias in instructional materials, we will be considering both individual biases of writers, teachers, and students and the way in which biases are institutionalized in our schools and our instructional materials.

- The way any one of us reacts to the biases institutionalized in our schools and instructional materials will be based upon the similarities or differences of these biases with our own. Our schools and instructional materials reflect certain biases, shape certain biases in our students, and through their biases may function to deny opportunity or reinforcement to individuals or groups of individuals.

III. INSTITUTIONALIZED BIAS IN EDUCATION AND INSTRUCTIONAL MATERIALS

TIME REQUIRED: 25 MINUTES

(A) Lecturette--"Institutionalized Bias in Education and Instructional Materials" (20 minutes)
(B) Questions and answers (5 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with an overview of the general bias of our educational system
- to provide participants with an overview of the research which documents bias in textbooks and instructional materials
- to provide participants with a frame of reference for identifying and classifying various forms of bias

Materials needed:

For participant use:

- "Summary of the Forms of Bias in Curricular Materials"--Teacher Worksheet 7

For facilitator use:

- Chart on "Forms of Bias"
  - Exclusion/Invisibility
  - Stereotyping
  - Imbalance/Selectivity
  - Unreality
  - Fragmentation/Isolation
  - Linguistic Bias

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials
- read suggested lecturette and adapt them to accommodate unique group needs and facilitator style
- prepare chart (on acetate transparency or newsprint) of the forms of bias in instructional materials

Procedure:

The purpose of this activity is to provide participants with a general background statement and framework for understanding the institutionalization of bias in education and instructional materials, the documentation of such bias in textbooks and instructional materials,

and the various forms of bias which may be found in instructional materials. This framework provides the format for the activities that follow. The suggested lecturette provided below is organized in three major sections: Education and Bias; Bias in Instructional Materials (an overview of basic issues and specific research); and Bias in Instructional Materials: Its Possible Effects. This should be adapted to the needs of the group and the style of the facilitator.

Suggested lecturette: (20 minutes)

Education and Bias

"Education in the United States, as in any society, is responsible for the transmission to individuals of the skills and knowledge which society values and considers (1) necessary to survival of those individuals, and (2) necessary to the survival and maintenance of the society. In fulfilling these responsibilities, education functions to institutionalize and to transmit the dominant biases or perceptual frames of our society.

"In order to understand this institutionalization and transmission of biases by our education system and to evaluate its effects, it is valuable to consider education in the United States in terms of its stated goals, or manifest functions, and its actual outcomes, or latent functions. Although public education was established in the American colonies in order to educate citizens for full participation in a democratic society, it is important to remember that the only citizens originally entitled to public education and political participation were white males; and in many cases, white male children of property owners. For many years, females and non-whites were actually prohibited by law from attending public schools.

"Thus, although the stated goals of American education were the ensurance of democratic functioning, its latent function was to restrict access to participatory democracy to a selected segment of the population, as was consistent with the biases of that time. In more subtle ways, today's schools, while professing and largely believing in the goal of providing equal opportunities to all students, actually perpetuate a hidden curriculum or set of biases which reflect the values, assumptions, and goals of the dominant culture in American society (generally white, Anglo-Saxon, Protestant, and male) and neglects those of the other cultures or groups in the society. Through their curricula and their authority structure, our public schools tend to perpetuate the status quo and reinforce existing stratifications of access and benefits according to race, ethnicity, social class, and sex.

"In a country which has traditionally valued its education institutions as providers of equal opportunity, such an analysis is often difficult to accept. It may be more understandable, however, when we consider the paradoxical demands made upon education systems in a rapidly changing society. You will recall from the first Generic Session that education is expected to conserve, and to maintain social stability

by transmitting the knowledge, skills, and experience of the past to the generation of the present. Second, it is expected to anticipate, and to provide the current generation with the knowledge and skills which they will need in the society of the future. By transmitting the biases, values, assumptions, expectations, and structures of the past, education maintains a basic continuity necessary in any society. By so doing, however, it also perpetuates existing inequities and discrimination. If education is to ensure the effective functioning of individuals and future society, it must then recognize current changes and anticipate their future implications for all groups of citizens.

"One of the major reflectors of the biases transmitted by our education system is the instructional materials which play a major role in almost every classroom. In reviewing the content of elementary reading texts, Zimet found that while they serve as instruments of instruction in reading skills, the texts also serve to convey information about behavior patterns and cultural expectations, values related to economic development, social values, occupational and economic realities, and sex role models. These economic, social and cultural values or biases are embedded in texts which, with their aura of authority, serve to select and frame a student's range of experiences and reality.

"In examining the specific biases or assumptions related to race, ethnicity, and sex roles which are transmitted in our instructional materials, it is useful to consider whether these biases function to conserve society as it exists now or has existed in the past, or whether they help individuals and our society to recognize current changes, to anticipate future needs and to overcome past discrimination and provide equal opportunities for all students.

Bias in Instructional Materials

"Documentation of the existence of racial, ethnic, religious, and sex role bias in U.S. textbooks appeared as early as the 1940's. It increased in the 1960's and early 1970's as Black Americans first and later other racial-ethnic groups and women intensified their pressure for greater educational and social equity, and it continues through the present.

"The specific manifestations and forms of bias which have been identified vary according to such factors as: group concerned (e.g., Black Americans, Asian Americans, Mexican Americans, women), subject area investigated (e.g., reading, social studies, science), time of investigation (although there are perhaps not as many differences over time as might be expected), and particular methods or criteria used in analysis. In the next few minutes we will review some of the findings of the major studies of textbook bias which summarize the differences and the similarities of various investigations.

"A review of these studies suggests, however, that regardless of the specific group concern or the subject matter involved, there are six basic forms of bias which may be identified in textbooks and instructional materials. These are analogous to the forms of bias which we discussed during Application Session A with respect to our management of the classroom. Let's see how these would apply to bias in textbooks."

The facilitator should ask participants to turn to Teacher Worksheet 7 and to the chart which appears on acetate transparency or newsprint.

1. *Exclusion and Invisibility*

"Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group or groups from representation or consideration in the text and/or illustrations of instructional materials. Most of us are aware that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society, and indeed render Black people relatively invisible from accounts or references to America after the Reconstruction. Spanish-speaking Americans and Asian Americans continue to be absent from most textbooks, both in terms of their current status or positions. Many studies indicate that women, who constitute 51 percent of the U. S. population, represent only approximately 30 percent of the persons or characters referred to throughout textbooks in most subject areas.

In one study, 134 elementary readers representing 14 major publishers were analyzed and the following ratios were revealed: 2/

Boy-centered stories to girl-centered stories	*5:2*
Adult male main characters to adult female main characters	*3:1*
Male biographies to female biographies	*6:1*
Male animal stories to female animal stories	*6:1*
Male folk or fantasy stories to female folk or fantasy stories	*4:1*

"Although the studies of elementary readers has been rather comprehensive it is not only the reading texts which have generally ignored women. The typical United States history textbooks for high school students manage to include about one page concerning women, buried somewhere within the 500 to 800 pages of text. Science texts rarely ever mention female scientists, with the singular exception of Madame Curie. Students could study math texts from kindergarten through high schools without ever learning about the accomplishments of Emmy Moehler or other female mathematicians.

"Not only does the content of textbooks tend to exclude or minimize the role of females, but this message is reinforced by illustrations. Weitzman and Rizzo 3/ studied illustrations in the most widely used textbooks being used in the field of science, math, reading, spelling, and social studies between 1967 and 1972. Females comprised only 31 percent of the total illustrations, and as the grade level increased, representations of females decreased. Moreover, minority women suffered particular exclusion, for they were pictured only half as many times as minority men.

"The result of the exclusion and invisibility of groups is to provide all students with an inaccurate view of the composition of the world in which they live. The message provided all students is that the excluded group or groups are less important, less worthy of mention, and less significant in the society in which they live. This message further denies members of the excluded group or groups the affirmation of their past and potential contribution to our society.

2. Stereotyping

"When they are included in textbooks, women, men, and racial-ethnic minority group members are frequently portrayed with respect to particular attributes, characteristics, or roles. Some of the stereotypes frequently seen in textbooks include:

- the portrayal of Asian Americans only as laundry men or cooks
- the portrayal of Mexican Americans only as peons or migrant workers
- the portrayal of Native Americans as either 'blood thirsty savages' or 'noble sons of the earth'
- the portrayal of women primarily as mothers (and only occasionally as nurses, secretaries, or teachers) and as passive, dependent persons defined solely in terms of their home and family roles
- the portrayal of men in a wide variety of occupational roles (and only occasionally as husbands and fathers) and as strong, assertive persons defined primarily in terms of their occupational roles

In textbooks published before the 1960's, the stereotyping of Black Americans as 'Uncle Remus' or 'plantation mammy' characters was frequently documented.

"These stereotyped portrayals contrast sharply with the reality of our society. With respect to members of racial-ethnic minority groups, we find members of each minority group making contributions in a wide variety of roles at every level of society. As the barriers of discrimination are broken down, these contributions will continue to expand.

"With respect to women, their stereotyped portrayal as mothers belies the patterns of our society. Today, nearly half of the nation's work force is female, and 57 percent of the women between 18 and 65 work outside the home. Nine out of 10 of the students in school today will be engaged in an occupation outside the home at some time in their lives. Yet, textbooks continue to define women only in terms of their family and their roles as wives and mothers.

"Girls fare little better. The Women on Words and Images study, 4/ Dick and Jane as Victims, reviewed the image of girls in elementary readers and found them to be characterized as:

passive	objects of scorn and ridicule
docile	aimless
dependent	concerned about physical attractiveness
incompetent	lonely
fearful	unmotivated
concerned with domesticities	uncomplaining
obedient	spiritless

"Time and again, girls were shown playing with dolls, giving tea parties, puttering about the kitchen, frightened of people and animals, and most frequently, as passive, uninvolved spectators. And in spite of the reality of physical growth patterns, often elementary texts show girls as smaller than boys.

"If the portrayal of females is negative, then we might expect that the images of boys and men might benefit from comparison. This is only partially true. Although males are portrayed with more positive and attractive characteristics, they too, fall victim to sex role stereotyping.

"On the positive side, boys are charactirized as real doers; as ingenious, creative, perservering. If there is a problem to solve, the chances are overwhelming that a curious, brave, and adventurous boy will solve it. Studies on the presentation of boys in elementary school textbooks show them to be active, autonomous, and imaginative, preparing for profitable and important careers.

"As adults, men also fare better than women. Men can be both fathers and wage earners. Fathers resolve family problems with calm and dispatch. Fathers repair whatever needs to be repaired, and provide the family with trips and fun. Compared to mothers they are rather glamorous, competent, worldly, sophisticated figures.

"The problem is that the male role, attractive as it may first appear, is also a confining stereotype. Contrary to the images promoted in elementary readers, all boys are not brave adventurers and creative problem-solvers. Real boys sometimes even show their emotions and cry.

"Boys seldom see an adult male changing a diaper, cooking a meal, or helping with housework. One would have to undergo an intensive search to find any men portrayed in nonstereotyped occupations, whether it be as an artist, dancer, cosmetologist, or an elementary school teacher. Textbooks prescribe very definite limits for boys, and stereotype their personal attributes, activities, emotions, parental responsibilities, and occupations. Boys learn that to be passive, talented in the arts, uncompetitive, unmechanical, and unathletic is to jeopardize their ability to earn society's approval and become a 'real man.'

3. Imbalance and Selectivity

"Textbooks may also perpetuate bias when they provide only one perspective, aspect, or interpretation of a particular issue, situation, or group of people. Imbalance is apparent in textbook treatment of many groups. Examples of such imbalance include:

With respect to Black Americans

- some textbooks focus on the 'simplicity' of the freedmen after the Civil War without referring to the previous restrictions on their education, experience, and behavior.

- the origins of European settlers in the New World are emphasized, while the origins and heritage of African Americans are frequently entirely omitted.

With respect to Native Americans

- *many textbooks focus upon the Native American as an impediment to white settlement, while ignoring the role of Indian guides in virtually every known white exploration.*

- *the history of Native American-Federal relations is frequently described in terms of treaties and protection, rather than with reference to broken treaties and progressive government appropriation of Indian lands.*

With respect to Asian Americans

- *Chinese immigrants are treated by many textbooks only as 'cheap labor' which necessitated the passage of restrictive immigration laws and threatened the living standards of other Americans. Few mentioned the contributions of Chinese immigrants, or the conditions which led them to work for low pay under substandard conditions.*

- *the custom of 'picture brides' is often discussed as a quaint cultural custom without providing an explanation as to the origins of parental choice of spouses or the restrictive immigration laws which perpetuated the custom.*

With respect to women

- *the participation of women in the temperance movement in the nineteenth century is the subject of some emphasis by many U.S. history textbooks. Textbooks make a caricature of Carrie Nation and her axe, without giving an explanation of the severe consequences suffered by the families of alcoholics at a time when there was virtually no divorce, men controlled the property of their wives, men were given custody of their children in any dispute, and women who worked outside the home were despised.*

4. *Unreality*

"Many researchers have remarked upon the tendency of instructional materials to ignore facts which are unpleasant, controversial, or which do not conform with the stated value system of the white majority culture. Textbooks often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, and intergroup conflict. Many contemporary textbooks focus on the achievements of individual Black male and female achievers, and neglect the current status and problems of a majority of Black people. Others avoid reference to the contemporary situation of Native Americans within our country. The avoidance of such issues results in an unrealistic portrayal of our nation and its development. Students are not provided the information they will need to deal intelligently with current problems and conflicts.

"Another example of the avoidance of controversial subjects often found in textbooks is the omission of the issues of maternal care and birth control. Few secondary history books deal with the struggle for adequate maternal health care and standards, and the development of birth control methods and the fight for their acceptance by Margaret Sanger.

"Perhaps one of the most serious omissions found is found in textbooks' treatment of the American family. A review of textbooks today, as well as a brief reminiscence of readers we used as children, will probably conjure up images of a two-parent, two-child family, the older child a boy, the younger child a girl. There is little portrayal of divorce, the single-parent family, or of families without children.

"The unreality of these images does not prepare students for the lives which they will live or the society in which they will be required to function.

5. Fragmentation/Isolation

"Bias through fragmentation and isolation takes two primary forms. First, content regarding women or minority groups may be physically or visually fragmented and isolated, and delivered only in separate chapters (e.g., 'The Contributions of Black Americans,' 'Bootleggers, Suffragettes, and Other Diversions') or even in boxes to the side of a page (e.g., 'Ten Distinguished Black Americans,' 'Women of Achievement').

"Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant cultures. Fragmentation and isolation imply that the history, experience, and situations of females and minorities are somehow entirely unrelated to those of the dominant culture (usually white, Anglo-Saxon, Protestant, and male).

6. Linguistic Bias

"Many biased readers contain appalling numbers of direct quotes which disparage the intelligence, competence, and worth of racial-ethnic minorities and females. However, it is not only through its explicit content but through its very structure that language conveys sex bias. The linguist, Benjamin Whorf, has noted that: 5/

> '....language is more than a reflection of the structural arrangements in society. It is intimately linked to the creations and perception of reality itself. Eliminating biased terminology is one concrete way to change and to correct the way we view ourselves and others.'

"There are many subtle ways that language causes us to create and perceive a biased reality. Textbooks frequently use masculine terms and phrases, 'Our forefathers' or 'Man and His World,' to refer to all people. Use of the pronoun 'he' continually emphasizes the one-sexed view of the textbook world. Biased occupational terms such as policeman, mailman, and fireman, limit and deny the occupations of half the readers. Imbalance in word order (boys and girls, men and women, he and she) with the male continually taking first place is another form of bias through language.

"The adjectives used to describe racial-ethnic groups frequently reflect bias. Examples of some of these biases include:

- Native Americans are frequently referred to as 'roaming, wandering, or roving' across the land. These terms might be used to apply to buffalo or wolves; they suggest a merely physical relation to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal-directed white Americans who 'travel' or 'settled' their way Westward.

- Immigrant groups are often referred to as 'hordes' or 'swarms.' These terms serve to dehumanize, and to reduce the diversity and variation within any group of people.

Bias in Instructional Materials: Its Possible Effects

"Although research has not yet precisely defined the effects of biased materials on students, there are several studies which suggest a significant effect of reading content upon the attitudes, behavior, and achievement of students.

"The potential formative effect of reading materials has been demonstrated in studies documenting that children's attitudes toward specific ethnic groups change in a positive direction after positive character presentations of these gorups in texts, and in a negative direction after negative presentation. Although these studies measured only the children's immediate written responses, there is at least one study which suggests the long-term strength of children's reading material as a force in socialization. Cross-cultural research by McClelland 6/ describes a strong positive relationship between achievement imagery in children's books and a culture's subsequent economic growth. In the period preceding accelerated economic development a high incidence of achievement images in books provides children with 'instructive' messages about the culture's norms and values.

"For a number of years there has been some concern among educators regarding the higher occurrence of reading difficulties in boys than girls at the elementary school level. This sex difference in early reading achievement has frequently been offered as a rationale for the textbooks' disproportionate and stereotyped representation of males. At least one recent article advances a different interpretation of the relationship between the reading performance of boys and the images of males in textbooks. Frasher and Walker 7/ suggest that the stereotyped 'activity-oriented' portrayal of boys in readers may in fact contribute to boys' reading difficulties. By giving the impression that boys are almost constantly riding bikes, climbing trees, or rescuing their mothers or little sisters from difficulties, readers may provide boys little reinforcement for reading or other language-related activities and skills.

"A related concern in our society has been the reading achievement scores obtained by many inner-city students (predominantly members of racial-ethnic minority groups), which are lower than those typically obtained by suburban students (predominantly white). Although there are many possible explanations for this phenomenon, research indicates that it may be due, at least in part, to the failure of textbooks to reflect adequately the existence and experiences of minority people. In one such study, the use of a multi-ethnic reading series with a racially-mixed group of inner-city first grade children produced high achievement gains in all skill areas as well as a preference for the multi-ethnic text over an all-white text.

"Although we cannot give a precise indication of the impact of biased textbooks and instructional materials on the outcomes for students, the cumulative evidence suggests that such bias shapes the subsequent behavior of students and contributes to the maintenance of institutional bias. Specifically, each form of bias serves to limit the development of students in the following ways:

- Exclusion and invisibility may provide our students with an inaccurate view of the composition of the world in which they live. For students of the excluded group or groups, the effect of the invisibility is to deny them an affirmation of their existence and to convey to them a message of insignificance in relation to the total society.

- Stereotyping denies students a knowledge of the diversity, complexity, and variation which characterize any group of human beings. Persons who see themselves portrayed only in stereotypic ways may internalize these stereotypes, and fail to identify and develop their own unique abilities, interests, and potential.

- Imbalance limits student knowledge of the various perspectives and interpretations which must be applied for a complete understanding of historical and contemporary realities.

- Unreality and avoidance gives students only a partial portrait of our nation, its development, and of the information they need.

- Fragmentation and isolation deny students knowledge of the influence and the contributions of women and other minorities to contemporary society.

- The very structure of the language encourages students to construct a biased perception of themselves, of others, and of the reality of their world.

"Our task as educators is not only to pressure for the publication of bias-free textbooks and materials, but also to neutralize and combat the stereotyped images which may be found in the textbooks and materials which are being used in classrooms throughout the nation. During the next activities of this session, we will be examining some of the ways that we can work to combat bias in textbooks and instructional materials."

B. Questions and Answers (5 minutes)

The facilitator should provide time for answering any questions which may be raised by participants or for the clarification of any points which may be unclear to participants.

IV. BREAK TIME REQUIRED: 10 MINUTES

V. IDENTIFYING THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS

TIME REQUIRED: 40 MINUTES

(A)	Introductory comments	(5 minutes)
(B)	Individual activity--"Identifying Sex Bias in Instructional Materials"	(5 minutes)
(C)	Small group discussions	(10 minutes)
(D)	Individual activity--"Identifying Racial-Ethnic Bias in Instructional Materials"	(5 minutes)
(E)	Small group discussions	(10 minutes)
(F)	Total group processing	(5 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with concrete examples of sex and racial-ethnic bias in instructional materials
- to provide participants with an opportunity to extend their skills in identifying and remedying bias in instructional materials

Materials needed:

For participant use:

- "Summary of the Forms of Bias"--Teacher Worksheet 1
- "Identifying Sex Bias in Instructional Materials"--Teacher Worksheet 8
- "Identifying Racial-Ethnic Bias in Instructional Materials"--Teacher Worksheet 9

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and all participant materials
- review suggested introductory comments and adapt them to accommodate group needs and facilitator style

Procedure:

A. Introductory comments (5 minutes)

The purpose of this activity is to provide participants with practice in identifying and remedying biased materials. It builds on the previous lecturette on "Forms of Bias in Instructional Materials" and the worksheet entitled "Summary of Forms of Bias in Instructional Materials." This worksheet should be used as a reference for the exercise.

The facilitator should note that two different worksheets are used for this exercise--one which deals with sex bias in instructional materials and another which deals with racial-ethnic bias. Each of these reflect different levels of analysis. The worksheet dealing with sex bias was developed by Myra Sadker and David Sadker to illustrate the forms of sex bias which may be found in instructional materials.

The worksheet on racial-ethnic bias was prepared from materials developed by the Council on Interracial Books for Children and it focuses specifically on information provided in U. S. History textbooks.

It is unlikely that participants will be able to work through all of the examples provided in the time allocated for this activity. The facilitator may wish to select a few examples to use for discussion during the time allocated, or to ask groups of participants to deal with different examples. The facilitator should explain that it may not be possible to complete all of the examples and urge participants to review them in greater detail at their leisure.

Suggested introductory comments:

"Although textbook publishers have given effort to the elimination of racial-ethnic bias in textbooks and instructional materials and similar efforts are underway to eliminate sex bias in materials, we still find examples of bias even in new materials. Even if new materials are free of bias we know that the biased textbooks which may be found in classrooms today will probably be in use for many years to come. Therefore, it is important that each of us is able to analyze materials and identify various forms of racial-ethnic and sex bias. In addition, we should be able to remedy bias by suggesting changes and revisions which are bias free. Teaching these same skills to your students provides a method of increasing their critical reading skills.

"During the next activities we will be reviewing various methods of identifying and dealing with bias in instructional materials. First, we will examine bias to identify the forms of bias which we just discussed. You will want to refer to 'Summary of the Forms of Bias--Teacher Worksheet 7' as we work with two other worksheets which may be found in your materials.

"Please turn to Teacher Worksheet 8 entitled 'Identifying Sex Bias in Instructional Materials.' You will note that this worksheet provides ten examples of instructional materials. You are asked to read each example, determine whether sex bias is present, and indicate how such bias may be corrected."

"After we have completed Teacher Worksheet 8, you will be asked to share your responses with a small group. Then you will be asked to work with Teacher Worksheet 9, entitled 'Identifying Racial-Ethnic Bias in Instructional Materials.' The latter worksheet asks you to identify various forms of bias in materials taken from U. S. History textbooks. Again, you will be asked to discuss this worksheet in small groups and in the total group. You may not be able to finish these worksheets. If so, you may wish to concentrate on doing a few examples here so that you understand how they are formulated and complete them at your leisure.

"You will have about 5 minutes to complete Teacher Worksheet 8 and another 10 minutes to dicusss it in your small groups."

The facilitator may wish to assign examples of various tables or groups since it may be difficult for participants to finish all of the examples.

B. Individual activity--"Identifying Sex Bias in Instructional Materials" (5 minutes)

The facilitator should provide approximately 5 minutes for the participants to review and complete Teacher Worksheet 8 entitled "Identifying Sex Bias in Instructional Materials."

C. Small group discussions (10 minutes)

After participants have had about 5 minutes to complete the worksheet or their assigned examples, the facilitators should ask them to form groups of four to six to discuss their responses. The facilitators should circulate among the groups and note any questions or issues which should be discussed by the total group.

D. Individual activity--"Identifying Racial-Ethnic Bias in Instructional Materials" (5 minutes)

After participants have had an opportunity to discuss Teacher Worksheet 8 in small groups for about 10 minutes, they should be asked to move on to Teacher Worksheet 9, entitled "Identifying Racial-Ethnic Bias in Instructional Materials." In many instances this worksheet will be more difficult for participants since it requires background knowledge of U. S. History and it provides more subtle examples of bias in many instances. In addition, some of the information provided in the participant's answer sheets found in the Appendix may be difficult for participants to accept. If this is the case, the facilitator should refer back to the exercise on perceptions and make the point that our perceptions are determined by our experience. Perceptions vary according to the position from which persons experience various events. Participants may not agree with the forms of bias cited but the exercise is provided to give them a different perspective for their consideration. Additional readings are also listed for those who wish to examine each example in greater detail.

E. Small group discussions (10 minutes)

When participants have completed the worksheet or those portions of the worksheet which were assigned, the facilitator should ask them to discuss their responses in the same groups which were formed earlier.

F. Total group processing (5 minutes)

After participants have had an opportunity to discuss the worksheet the facilitator should reconvene the total group and process the activities. Some of the questions which might be used for processing the activities include:

- What were your reactions to the worksheet on identifying sex bias?
- What other examples of sex bias can you identify from your experience?

- What were your reactions to the worksheet on racial-ethnic bias?

- What other examples of bias can you identify from your experience?

- What forms of bias do you think are more prevalent when we consider sex bias?

- What forms of bias do you think are most prevalent when we consider racial-ethnic bias?

Points which should be made by the facilitator include:

- Some of the forms of bias may be more frequently applied to sex bias than to racial-ethnic bias, e.g., linguistic bias may be more frequently identified when considering forms of sex bias even though we can identify examples of linguistic bias as applied to racial-ethnic groups.

- The categories outlined in the lecturette and the worksheet (exclusion/invisibility, stereotyping, etc.) provide us with a framework for identifying and classifying various forms of bias.

- As teachers, we have responsibility for helping students increase their critical reading skills. One of the ways we can do this is to teach them the skills for identifying and remedying sex bias and racial-ethnic bias.

VI. IDENTIFYING BIAS IN INSTRUCTIONAL MATERIALS: CONTENT ANALYSIS — TIME REQUIRED: 25 MINUTES

(A) Introductory comments (5 minutes)
(B) Individual activity--"Identifying Content Analysis in Instructional Materials" (10 minutes)
(C) Total group processing (10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with a method of analyzing race and sex bias in instructional materials
- to provide participants with an opportunity to assess their skills in identifying bias in instructional materials
- to provide participants with a technique which may be used with students in the classroom

Materials needed:

For participant use:

- "Teaching Critical Reading Skills: A Guide for Analyzing Racial and Sexual Bias"--Teacher Worksheet 10

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review this total session outline and participant materials
- review suggested introductory comments and adapt them to accommodate group needs and facilitator style

Procedure:

A. Introductory comments (5 minutes)

The purpose of this activity is to provide participants with another method of examining instructional materials for bias. This content analysis technique provides a method for analyzing materials and for involving students in similar activities.

Suggested introductory comments:

"We have spent some time now reviewing textbook materials for bias and remedying the various forms of bias which may be identified. We would now like to spend some time on another method of identifying bias in materials known as content analysis. Content analysis simply refers to the systematic examination of materials, both quantitive and qualitive, to identify instances of bias. We will be spending some time doing a modified content analysis of materials in order to:

- *examine our own results with those of textbook researchers*
- *assess and extend our skills in the identification of bias in materials*
- *review a technique which may be adapted and used in the classroom to assist students in identifying and combating the effects of bias in materials*

"Please turn to Teacher Worksheet 10, entitled 'Teaching Critical Reading Skills: A Guide for Analyzing Racial and Sexual Bias in Elementary Readers.' You will note that the material included is designed for use with elementary reading texts but it is an example of a technique which may be adapted to any type of materials.

"During the time we have available today we will be considering the sample story (adapted from an actual reader) beginning on page 3, and using the content analysis form which appears on page 11. Each of you should read the story and the directions for completing the content analysis sheet, and then fill out the content analysis form. Due to the time limitations, we are asking you to consider only two characters, Esther and the American, for our purposes today. If you have additional time, complete the sheet for other characters in the story. Note that the analysis form includes three different pages. Remember that you will be considering both racial-ethnic and sex bias in your analysis."

B. Individual activity--"Identifying Content Analysis in Instructional Materials" (10 minutes)

Individuals should be provided time to read the story and complete the sheet for at least two of the characters. If participants have additional time, they may wish to analyze other characters. The facilitator should circulate around the room answering any questions and providing any clarification which may be needed.

C. Total group processing (10 minutes)

After participants have had approximately 10 minutes to complete the content analysis of Esther and the American, the facilitator should reconvene the total group. Some of the questions which may be used for this purpose include:

- Did you identify instances of sex bias?
- Did you identify instances of race bias?
- How could you use this technique with students in your classroom?

It is important to point out to participants that this technique can be adapted for use with students in order to help them identify bias so that they may evaluate it and combat its effects. Many participants may wish to offer specific suggestions for classroom use. This technique is particularly important because it provides a method of using the biased materials which are present in most classrooms in an affirmative manner which can contribute to the learning and the development of all students.

VII. DISTINGUISHING BETWEEN BIASED AND NONBIASED MATERIALS

TIME REQUIRED: 30 MINUTES

(A)	Introductory comments	(5 minutes)
(B)	Small group activity--"Distinguishing Between Biased and Nonbiased Materials"	(10 minutes)
(C)	Total group processing	(5 minutes)
(D)	Action planning	(10 minutes)

Purpose of the activity:

The purposes of this activity are:

- to provide participants with an overview of biased, sex- and race-fair, and sex- and race-affirmative materials
- to provide participants an opportunity to identify sex- and race-fair materials
- to provide participants with an opportunity to identify actions which they can take to reduce and to combat bias in instructional materials

Materials needed:

For participant use:

- "Distinguishing Among Sex- and Race-Biased and Nonbiased Materials"--Teacher Worksheet 11
- "Distinguishing Among Sex- and Race-Biased and Nonbiased Materials"--Teacher Worksheet 12

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- thoroughly review the total session outline and participant materials
- review suggested introductory comments and adapt it to accommodate unique group needs and facilitator style

Procedure:

A. Introductory comments (5 minutes)

The purpose of the introductory comments is to provide participants with an overview for identifying biased, sex-and race-fair, and sex- and race-affirmative materials.

Suggested comments:

"Thus far during this session we have examined a number of ways of considering sex and race bias in instructional materials. As we have examined various types of material, you have probably been aware that there are degrees of bias in materials. The bias in materials may be blatantly offensive or may be very subtle.

"Just as you may have noticed the degrees of difference in the bias which may be found in materials, you may also have noticed that there are degrees of difference found in the development of nonsexist and nonracist materials. Two kinds of nonsexist and nonracist materials have been identified--those which are sex and race fair and those which are sex and race affirmative.

"Sex-and race-fair materials reflect a philosophy of equal and fair treatment of females and males of all racial-ethnic groups. Sex and race-fair materials would not contain any of the forms of bias which we have identified during the earlier activities of this session. Race-fair materials would include content and illustrations which provide a balanced treatment of the various racial-ethnic groups in the population. Sex-fair materials would present females and males in equal numbers and provide content or illustrations which are free from stereotypes.

"The provision of race-and sex-fair materials for students is an important goal for education at all levels, but simply providing representative, nonstereotyped images of minorities and women may not be adequate to overcome the effects of past discrimination and bias. Therefore, it may be necessary to provide students with affirmative materials as well as race-and sex-fair materials. Affirmative materials not only present, but actually emphasize nonstereotyped attitudes, characteristics and behaviors. They stress changes in society and in the opportunities which are becoming available to minorities and women. In addition, they may provide information which has heretofore been largely unknown regarding the history and contributions of minorities and women.

"The primary goal of affirmative materials is to combat the effects of present bias and discrimination in our society. Although we are beginning to see a greater amount of race-and sex-fair materials in the classroom, they may not be enough to combat the effect of past images and the impact of the other messages in our lives which may be racist or sexist.

"At this time we are going to ask you to examine some materials to see if you can identify examples of biased, race and sex fair, and race-and sex-affirmative materials. Please turn to Teacher Worksheet 11, entitled 'Distinguishing Among Sex-and Race-Biased and Nonbiased Materials.' Would you please form groups of four to six persons and discuss each of the examples in the small groups to determine whether the materials are biased, race and sex fair, and race and sex affirmative. You'll have about 10 minutes for this activity."

B. Small group discussions (10 minutes)

The facilitator should make sure that all participants have been included in a small group and be available to answer any questions or make any clarifications which are necessary. Participants should be provided about 10 minutes for this activity. The facilitator may wish to assign different examples to various groups around the room to ensure that each of the illustrations are covered.

C. Total group processing (5 minutes)

When the groups have finished the worksheet or those portions of the worksheet which were assigned, the facilitator should reconvene the total group. Questions which might be used to process the small group discussions are:

- Which of the examples were most difficult to classify?

- Which of the examples were least difficult to classify?

- What examples of race-and sex-fair and/or race-and sex-affirmative instructional materials have you used?

Points which should be made during the processing of the discussion include:

- The materials used in the classroom should provide examples not only of race-and sex-fair materials, but also race-and sex-affirmative materials. The numbers of both types of materials are increasing and teachers may wish to begin developing collections of basic and supplementary materials for use in the classroom.

- It is important that we remember that instructional materials should be examined for evidence of both race and sex bias. Materials may be race fair or race affirmative and yet provide sexist images. Similarly, nonsexist materials may also provide examples of racism.

When the facilitator closes the group processing, she/he should refer participants to Appendix B which contains other worksheets which are designed to assist teachers and students increase their skills in remedying sex and race bias. They may wish to take time after the workshop to review these worksheets and test their skills in remedying race and sex bias in materials.

D. Action planning (10 minutes)

The purpose of this activity is to encourage participants to identify specific steps which they can take to reduce and to combat bias in instructional materials. Comments which may be used for introducing the activity are provided below.

"During this session we have identified a number of ways in which we can increase our skills and our students' skills in identifying and combating bias in instructional materials. At this point, we'd like you to think about the meaning of these activities and other activities which you can identify for your classroom. What specific steps can you take to reduce and to combat bias in the instructional materials found in your classroom and in your school?

"Would you please take out Teacher Worksheet 12 and spend a few minutes identifying those actions which you plan to take which can contribute to combating bias in instructional materials."

Participants should be provided about 5 minutes to identify any actions which they may wish to take.

When participants have completed the worksheet, the facilitator may wish to take a few minutes to discuss some of the actions which have been identified in the total group.

VIII. SUMMARY, EVALUATION AND CLOSING TIME REQUIRED: 15 MINUTES

(A) Summary comments (5 minutes)
(B) Evaluation of application session (5 minutes)
(C) Closing comments (5 minutes)

Purpose of the activity:

The purposes of this activity are:

- to summarize the activities of Application Sessions A and B for Instructional Personnel
- to provide participants an opportunity to evaluate the activities of the Application Sessions
- to provide appropriate closing remarks

Materials needed:

For participant use: Workshop Evaluation Form (Teacher Worksheet T-13)

For facilitator use: None

Facilitator preparation required:

The facilitator(s) should:

- review the total session outline and participant materials
- review suggested summary and closing comments and adapt them to fit unique needs of the group and facilitator style

Procedure:

A. Summary comments (5 minutes)

The purpose of this activity is to provide participants with a summary of Application Sessions A and B. This might be implemented with comments such as the following.

"During Application Sessions A and B, we have focused on two of the primary roles of the classroom teacher--our roles as classroom managers and our roles as curriculum managers. As we have examined these roles we have identified many of the ways that bias and discrimination may be manifest as we implement those roles.

"As classroom managers we have reviewed some of the ways we interact with students as we may be perpetuating sex discrimination and sex bias; we have identified some of the strategies which may be used for overcoming sex bias and sex discrimination, and we have identified some of the actions which we can take in the implementation of Title IX and the attainment of sex equity.

"As curriculum managers we have examined the various forms of racial-ethnic and sex bias which may be manifest in instructional materials, reviewed various methods for identifying bias, and considered methods for combating bias in instructional materials. Each of these activities provides a framework for the steps which each of us can take within her/his classroom to make sex and race equity a reality.

"Although we have focused on these two major roles of the teacher, our responsibilities do not end here. In addition to these roles there are two other roles which are important to understanding how we can make a maximum contribution to implementing Title IX and achieving equity in schools.

"Another role which is important for each of us to understand is our responsibility for institution building. The effects of our actions do not end at the door of our classroom. Each of us has an opportunity for contributing to the development of institutions which provide a structure and a climate which demonstrates a commitment to equity. We implement our responsibility for this role by understanding how Title IX is being implemented in the district--how well the procedural requirements of the regulation have been carried out; by working with faculty and students to understand and utilize the grievance procedure in positive ways; by working with other teachers as you share your insights in learnings; and by ensuring that the concepts of equity are observed in your functioning in the classroom, the school, the community, and in your professional organizations.

"Teachers can and must provide leadership within the district which is supportive of efforts to implement Title IX and to achieve sex equity as well as demonstrate that leadership as they deliver educational services to students. During the next Generic Session you will be asked to give consideration to your role as institution builders. You will be considering change and the specific actions which you can take to assist in the attainment of institutional change.

"Another role which is important to each of us is the role of teacher as learner. As professionals we have responsibility not only for facilitating the optimal growth and development of our students, but also to ensure that we undertake those efforts which are necessary for our own continued growth and development. There is evidence to suggest that teachers who provide students with models of vital growing persons committed to increasing their knowledge and skills are essential to achieving that growth in students.

"During this workshop we have tried to open up some areas for your consideration and to provide experiences which would assist the development of knowledge and insight. This can be only a first step. Many of the areas covered today require continued exploration and study. You can continue that exploration by developing a plan for your own reading, by working with other teachers to develop nonsexist and nonracist materials, by attending courses or workshops which expand on the issues raised today, and by using your classroom experience as a means of testing and refining our knowledge and skills.

"As you prepare to move back into the classroom we hope that you will have a new meaning in your roles as classroom managers, as curriculum managers, as institution builders, and as learners; and that you will utilize the opportunity provided by each of these roles to increase the equity provided all students in our schools."

B. Evaluation of Application Sessions (5 minutes)

The purpose of this activity is to provide participants with an opportunity to evaluate Application Sessions A and B. This may be introduced with comments such as the following:

"We would like each of you to take out Teacher Worksheet 13 which is the workshop evaluation form. You will note that the questions provided in this evaluation are designed to obtain two kinds of information:

- *Your feedback regarding this workshop--What activities were most useful? Which ones were least helpful? What do you believe you gained from the workshop? Your answers to these questions can help us to improve our future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other teachers in achieving sex equity.*

- *Your ideas regarding future needs and follow-up--We are also asking you to help us in identifying follow-up activities and areas for future inservice training programs. Please indicate any ideas which you may have regarding activities which could assist you and other teachers to attain sex equity.*

"Would you take a moment or two to complete the form and turn it in before you leave?"

C. Closing Comments (5 minutes)

The closing comments provide the facilitator with the opportunity for recognizing the work of any persons who have assisted with the session, thanking participants for their assistance.

FOOTNOTES

1/ Sara G. Zimet. "A Rationale for the Inclusion of Agression Theses in Elementary REading Textbooks," Psychology in the Schools 7 (July 1970) 232-237.

2/ H. H. Litcher and D. W. Johnson, "Changes in Attitudes Toward Negroes of White Elementary School Students After Use of Multi-Ethnic Readers," Journal of Educational Psychology 60 (1969): 148-152.

3/ Lenore Weitzman and Diane Rizzo, Biased Textbooks (Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1974).

4/ Women on Words and Images, Dick and Jane as Victims (Princeton, New Jersey: Department HPO, Box 2163, 1972).

5/ Benjamin Whorf quoted in Avoiding Stereotypes, Houghton-Mifflin, 1975.

6/ David C. McClelland, The Achieving Society (New York: The Free Press, 1961). p. 71.

7/ Ramona Frasher and Annabelle Walker, "Sex Roles in Early Reading Textbooks," The Reading Teacher 25 (May 1972): 741-749.

IDENTIFYING AND OVERCOMING SEX BIAS IN CLASSROOM MANAGEMENT

Participant Materials for Application Session A
for Teachers

Prepared for the
Title IX Equity Workshops Project
of the Countil of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

SEX BIAS IN CLASSROOMS AND INSTRUCTION

Teacher Worksheet 1

1. Based on your experience and observation, list the major forms or examples of the differential treatment of females and males in the classroom or in instructional situations.

2. What kinds of efforts are you aware of related to the implementation of Title IX/the attainment of sex equity which have been effective in reducing sex differentiation in the classroom and instructional situations?

3. Which forms of sex differentiation in the classroom and in instruction do you think will be easiest to overcome and why?

4. Which forms of sex differentiation in the classroom and in instruction do you think will be most difficult to overcome and why?

5. What do you think is the most important resource/support/skill for the elimination of sex differentiation in the classroom and in instruction?

SUMMARY OF THE FORMS OF SEX BIAS IN THE CLASSROOM

Teacher Worksheet 2

1. Invisibility

Girls form a quiet background to the active role of boys in the classroom. Teachers interact far more frequently with boys: rewarding them for their academic work, punishing them, talking to them, questioning them, and years later, remembering them, far more often than girls. Girls have become the silent majority, almost invisible members of the classroom population. Female invisibility is underscored by bulletin board and other displays which frequently omit women entirely.

2. Stereotyping

Many teachers assume that the male half of the species shares one set of abilities, interests, values, and roles, and the female half a different set of these characteristics. These stereotyped expectations ignore individual differences, affect the teacher's behavior and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable and considerate behavior. When these stereotyped teacher expectations are reinforced by stereotyped models, pictures, and other displays, children receive more messages of "appropriate" sex role behavior; and many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

3. Fragmentation/Isolation

By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups, and the organization of recreational activities, teachers promote the fragmentation and articificial isolation of the sexes. Purposeless separation serves as divisive influence and distracts from the goal of sexual equality. When represented in the physical environment of the classroom, on bulletin boards, and in other displays, the role and contributions of women are presented separately and secondly, as though the female role is only a corollary to the mainstream of the human experience.

4. Linguistic Bias

The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Sex-biased words such as mankind and salesman, and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages, in this case, biased language.

5. Imbalance/Selectivity

The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys while generally ignoring those which hamper girls. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect a sex bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of females.

6. Unreality

In spite of the many sources of sex bias in classroom interaction, most teachers and teacher educators are unaware of their own roles in promoting educational inequality. In order to overcome this unreality of sex bias in the classroom, educators should be made aware of the sources and impact of biased interactions. Activities provided for students should prepare them for the reality of their future lives.

IDENTIFYING SEX BIAS IN THE CLASSROOM

Teacher Worksheet 3

After reviewing the "Summary of the Forms of Bias in Instructional Procedures" (Teacher Worksheet 2), you are ready to develop your skills in analyzing and remedying sex bias in the classroom.

In each of the following case examples, a classroom incident is described. If you do not detect any sex bias in a case study, just write down "no" and go on the next case. If you do detect bias, write down the form of bias, and indicate how the bias might be corrected.

1. Principal: (describing the elementary curriculum to a group of parents on visiting day)

"So as you can see, we have a number of innovative programs and curricular material in our school. I am particularly proud of our special education program which includes comprehensive learning modules in reading disabilities and spatial visualization disabilities."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

2. Teacher comments made during a 5th grade social studies lesson:

"Excellent work, Jim. You've really got a good grasp of the causes of the Civil War."

"Pete and Al, cut out the horsing around, and get going on your reading assignment."

"Wanda, I want you to know how pleased I am with the way you're behaving today."

"That does it, Pete. It's after school for you."

"Alex, the paper you handed in last week was excellent. You should be very proud."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

3. "I want all the boys up front, where I can see them. This class is not for goofing off. We are going to work!"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

4. TOPICS LISTED ON AN ELEMENTARY SCHOOL BULLETIN BOARD

HEADLINES THE ECONOMY POLITICS

HOMEWORK ASSIGNMENTS TEN GREAT WOMEN

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

5. "Okay class, I need help distributing the new textbooks. Could I have three boys to volunteer to go down to the office to get the books?"

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

6. "So far this semester, we have reviewed the life of the cavemen, man's discovery of fire and his development of primitive tools."

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

7. "At last week's faculty meeting, Ms. Jones, the kindergarten teacher, took a strong position against sexist school practices. She pointed to her own classroom as an example of a sex-fair environment."

   "Today, the children in Ms. Jones' class are working with paper cutouts As each girl finishes her work and comes up to her desk Ms. Jones automatically staples the cut outs together. As each boy completes the paper cut outs, Ms. Jones routinely points to the stapler and says, 'Just staple them all together at the corner.'"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

8. "Spelling bee time! Boys to the right, girls line up by the windows. This will be an exciting contest."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

9. "We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

10. "The school standards on decorum are quite clear. No jeans. No sleeveless shirts. No sandals. Only exceptions due to medical reasons will be allowed."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

11. "Room 107 is the scene of a great deal of commotion. The grades for the chemistry course have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost near tears. The teacher is disturbed by this reaction, and calls them up after class. 'Take it easy, Sally. I know you're upset, but things will work out; and Bob, pull yourself together. You shouldn't be coming apart like this.'"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

12. "The results on the standardized mathematics achievement were very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

Is there sex bias in this situation?_____

If so, what form?_____

How could this bias be corrected?

13. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Mr. Jacobs will discuss carpentry. Mr. Phillips will talk about the field of medical technology. Dr. Roberts will discuss the role of a physician. And Mr. Morgenthau will tell about his job as a small independent businessman."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

14. "Physics is not an easy course, but it can be an important foundation for a career in science. All students are expected to meet minimum standards at least, and hopefully do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

15. "It's time to form into your groups. Those with previous experience in automotive mechanics go to station 1. Those with a limited background go to station 2. And those with no knowledge of auto mechanics at all, report to station 3."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

RECOGNIZING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS

Teacher Worksheet 4

Directions: Listed below are a number of behaviors/practices related to classroom management and/or curriculum which have implications for equal education opportunity for female and male students. Read each item and determine where it would fall according to the following categories:

- Sexist

  D - Discriminatory practice/behavior - violates Title IX or other Federal nondiscrimination laws

  B - Sex-biased practice/behavior - reflects a bias or stereotype but is not a violation of Title IX or other Federal nondiscrimination laws

- Nonsexist

  F - Sex-fair practice/behavior - treats both sexes in equal or similar ways

  A - Sex-affirmative practice/behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the items and label them by placing the appropriate letter in each blank.

____1. Not allowing females to use certain items of classroom machinery

____2. Praising females for their appearance; praising males for their academic achievements

____3. Requiring both males and females to wear uniforms which are similar in style and price

____4. Encouraging students to ensure that during club elections both females and males are considered for leadership positions and to evaluate the assumptions reflected in electing males as president and females as secretary

____5. Presenting a list of possible projects in home economics which would appeal to both males and females and allowing students to select that which interests them most

____6. Suspending males for fighting; reprimanding females for the same behavior

____7. Participating in/developing inservice training for teachers on techniques for eliminating sex bias and discrimination in the classroom

____8. Not allowing females to enroll in certain vocational courses without written guarantee from an employer that they will be hired pending successful completion of the program; making no similar requirement for males

____9. Providing all students with information and counseling regarding the changing roles of females and males in the world of work and other life areas and the importance of considering a variety of course options, both sex traditional and nontraditional

____10. Punishing both males and females who violate the school rule of no smoking by assigning detention based on number of offenses

____11. Maintaining eye contact with members of one sex more than the other

____12. Allowing girls, but not boys, to cry in the classroom

ASSESSING SEX BIAS IN THE CLASSROOM

Teacher Worksheet 5

Directions: In order to make sure we're providing sex equity for students, we need to examine the kinds of interactions we have with students and the kinds of techniques and procedures we use for managing classrooms. Only with such examination can we be sure that we're providing a nonsexist learning environment.

Listed below are specific teacher behaviors which fall under two major categories: the cognitive/affective classroom environment and the physical classroom environment. These are further subdivided into more specific groupings such as treatment of students and classroom groups. Please consider each one in terms of what you do in your classroom and check the appropriate column.

THE COGNITIVE/AFFECTIVE CLASSROOM ENVIRONMENT

Verbal Interaction

Do you interact with females and males similarly with regard to:

	I almost always do this	I sometimes do this	Doing this has either never occurred to me or seemed important
1. the frequency with which you call on them			
2. the frequency with which you praise them			
3. the kinds of behaviors for which you praise them			
4. the kinds of behaviors for which you punish them			
5. the kinds of disciplinary measures you use			

Use of Language

Is your language free of sex bias with regard to:

6. use of masculine terminology to refer to all people			
7. use or acceptance of derogatory terminology to refer to members of one sex			
8. word order which consistently places males first (he or she, boys and girls, men and women)			

	I almost always do this	I sometimes do this	Doing this has either occurred to or seemed important
Nonverbal Interaction			
Do you interact with females and males similarly with regard to:			
9. maintaining eye contact with them			
10. maintaining close proximity with them			
11. smiling (or other positive nonverbal behavior) at them			
Treatment of Students			
Do you treat females and males similarly with regard to:			
12. standards for dress and appearance			
13. the application of classroom rules and privileges			
Behavorial Expectations Set for Students			
14. attitudes, abilities, career goals, work assignments (audiovisual aids, messengers)			
15. the level and nature of emotional expression that is considered appropriate for the classroom			
Evaluation			
Are the standards set for male and female students similar with regard to:			
16. expected levels of academic performance (criteria used for evaluation)			
Provisions of Compensatory Instruction			
17. the frequency with which compensatory instruction is provided			
18. the nature of compensatory instruction that is provided			
THE PHYSICAL CLASSROOM ENVIRONMENT			
Visual Displays			
Do you arrange all visual display material to avoid bias with regard to:			
19. the frequency with which females and males are depicted			
20. sex stereotyping in behaviors, roles, and occupations			

	I almost always do this	I sometimes do this	Doing this has either never occurred to me or seemed important
20. sex stereotyping in behaviors, roles and occupations			
21. fragmentation and isolation in the presentation of material about women			
Written Communication			
Are all written communications free of linguistic bias in terms of:			
22. use of masculine terminology to refer to all people			
23. use or acceptance of derogatory terminology to refer to members of one sex			
24. word order which consistently places males first			
Classroom Groupings			
Do you make sure that the following are not designated on the basis of sex?			
25. seat assignments or work group assignments			
26. the lining up of students for entering or leaving the classroom			
27. play groups for recreational and social activities			

STEPS I NEED TO TAKE TO ENSURE SEX EQUITY IN MY CLASSROOM

Teacher Worksheet 6

After thinking about the forms of bias which may be evident in the management of your classroom, please answer the following questions.

1. In which areas am I most likely to treat female students and male students differently?

2. What things do I need to keep in mind to make sure that my behavior is nonsexist?

3. How could I obtain additional information about the ways I interact with female and male students?

4. The things I need to do when I return to my classroom are:

APPENDICES

IDENTIFYING SEX BIAS IN INSTRUCTIONAL PROCEDURES
CASE EXAMPLE ANSWER SHEET

Teacher Worksheet 3A

Following are suggested responses for Teacher Worksheet 3. In some cases, other forms of bias may also apply and facilitators may accept answers that vary from the suggested responses below.

1. No bias

2. Invisibility - The bias could be corrected by increasing interaction with female students and praising them for academic performance as well as good behavior.

3. Fragmentation - Another possible answer is stereotyping. The bias could be corrected by eliminating the sex segregated grouping of students.

4. Fragmentation in the visual display - The bias could be corrected by integrating the accomplishments of women throughout bulletin board materials.

5. Stereotyping - The bias could be corrected by asking for student volunteers to get the new textbooks.

6. Linguistic bias - The bias could be corrected by referring to cave "people;" "People's " discovery of fire; and "their" development of primitive tools.

7. Unreality and stereotyping - The bias could be corrected by having both females and males staple their papers. To eliminate unreality, Ms. Jones must recognize the various subtle ways that sex bias may emerge in her classroom.

8. Fragmentation - The bias can be corrected by eliminating the sex-segregated competition.

9. Stereotyping and isolation- The bias can be corrected by indicating that no student may go near the drill press until operational procedures have been demonstrated.

10. No bias

11. Stereotyping - The bias can be corrected by recognizing expression of emotions for both Sally and Bob.

12. Stereotyping and linquistic bias - The bias could be corrected by eliminating the reference to "women mathematicians."

13. Imbalance and stereotyping - The bias could be corrected by providing a balance of female and male speakers.

14. No bias

15. No bias

RECOGNIZING AND IDENTIFYING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS - ANSWER SHEET

Teacher Worksheet 4A

Discriminatory	Sex Biased	Sex Fair	Sex Affirmative
1-6-8	2-11-12	3-5-10	4-7-9

IDENTIFYING AND OVERCOMING SEX BIAS IN INSTRUCTIONAL MATERIALS

Participant Materials for Application Session B for Teachers

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief State School Officers

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

SUMMARY OF THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS

Teacher Worksheet 7

1. Exclusion/Invisibility:

Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group or groups from representation or consideration in text and/or illustrations.

Research suggests, for example, that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society, and indeed rendered Black people relatively invisible from accounts or references to America after the Reconstruction. Spanish-speaking Americans, Asian Americans, and Native Americans continue to be absent from most textbooks, both in terms of their historical roles and contributions to our society and with reference to their current status or position. Many studies indicate that women, who constitute over 51 percent of the U. S. population, represent approximately 30 percent of the persons or characters referred to throughout textbooks in most subject areas. All of these are examples of the existence of bias through exclusion or invisibility.

2. Stereotyping

When they are included in textbooks, racial-ethnic minority group members and both males and females are often portrayed with regard to only one particular attribute characteristic or role. Some of the stereotypes most frequently seen in textbooks include:

- the portrayal of Asian Americans only as laundry men or cooks;
- the portrayal of Mexican Americans only as peons or migrant workers;
- the portrayal of Native Americans as either "bloodthirsty savages" or "noble sons of the earth";
- the portrayal of women primarily as mothers (and only occasionally as nurses, secretaries, or teachers) and as passive, dependent persons defined solely in terms of their home and family roles;
- the portrayal of men in a wide variety of occupational roles (and only occasionally as husbands and fathers) and as strong, assertive persons defined primarily in terms of their occupational roles.

In textbooks published before the 1960's, the stereotyping of Black Americans as "Uncle Remus" or "plantation mammy" characters was frequently documented.

Stereotyping may occur in reference to any of a number of variables: physical appearance, intellectual attributes, personality characteristics, career roles, domestic roles, and social placement (with regard to access to roles of personal, social, or institutional power or dominance).

3. Imbalance/Selectivity

Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, instructional materials may distort reality and ignore complex and differing viewpoints. As a result, millions of students have been taught little or nothing about the contributions, struggles, and participation of women and minorities in our society.

Examples of these distortions include:

- the origins of European settlers in the New World are emphasized, while the origins and heritage of African Americans are frequently omitted.

- the history of Native American Federal relations is frequently described in terms of treaties and protection, rather than with reference to broken treaties and progressive government appropriation of Native American lands.

- references to Chinese immigrants emphasize them as "cheap labor" which necessitated the passage of restrictive immigration laws and threatened the living standards of other Americans, without any mention of the contributions of the Chinese, and the many forms of discrimination and harassment they experienced.

- textbooks refer to the fact that "women were given the vote" but omit the physical abuse and sacrifices suffered by the leaders of the suffrage movement.

4. Unreality

Many researchers have remarked upon the tendency of instructional materials to ignore facts which are unpleasant or which do not conform with the stated value system of the white majority culture. Instructional materials often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, sexism, and intergroup conflict. Controversial topics are glossed over. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer, the problems that plague society.

Examples of unreality may be found in materials including discussions of the improvement of the opportunities for minority groups without indicating the problems which are still faced by large numbers of minority group persons or the portrayal of women only in home roles despite the fact that a majority of adult women work outside the home.

5. Fragmentation/Isolation

Bias through fragmentation and isolation takes two primary forms. First, content regarding minority groups and women may be physically or visually fragmented and isolated and delivered only in separate chapters (e.g., "Black Americans and the Winning of the West," "Bootleggers, Suffragettes and Other Diversions") or even in boxes to the side of the

page (e.g., "Ten Distinguished Black Americans," "Ten Women Achievers in Science"). Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant culture.

Fragmentation and isolation imply that the history, experiences, and situations of minority and female persons are somehow entirely unrelated to those of the dominant culture or cultures (usually white, Anglo-Saxon, Protestant and male). They ignore the dynamic relationship of these groups to the development of our current society, and imply the continuous progress of the dominant culture without any reliance upon the contributions and influence of racial-ethnic minorities and women.

6. Linguistic Bias

Language is a powerful conveyer of bias in instructional materials. Use of the generic "he" is an obvious source of bias, but there are also many more subtle forms of linguistic bias. For example:

- Native Americans are frequently referred to as "roaming," "wandering," or "roving" across the land. These terms might be used to apply to buffalo or wolves; they suggest a merely physical relationship to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal-directed white Americans who "traveled" or "settled" their way westward.

- Immigrant groups are often referred to as "hordes" or "swarms." These terms serve to dehumanize, and to reduce the diversity and variation within any group of people.

- Such words as "forefathers," "brotherhood," and "manmade" serve to deny the contributions and existence of the 51 percent of the U. S. population which is female.

IDENTIFYING SEX BIAS IN INSTRUCTIONAL MATERIALS[1]

Teacher Worksheet 8

Listed below you will find a number of excerpts taken from textbooks and instructional materials. Please read each example and determine if sex bias is present and if so, identify the form of sex bias which is present. Then, see if you can revise the statement in such a way to eliminate or correct the bias in the statement. If no sex bias is present, simply indicate "none."

Example 1

"Agnes was 10 years old, but she still thought that playing Jack-in-the-box would be fun. Since, however, she was the only girl in the family, she knew she should help her mother." (Looking Ahead, Houghton Mifflin, 1966, Paul McKee, editor, page 70)

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 2

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

1/ Developed by Myra Sadker and David Sadker for the CCSSO Title IX Equity Workshops Project, 1977.

Example 3

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievance to the reporters."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 4

"Father came home early and noticed Tommy had been crying. He put off starting dinner and took Tommy for a 'walk talk.' Starting high school certainly has its problems."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 5

"The last chapter of a social studies textbook is devoted to American Life during the 1770's. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crisis."

Is this organization sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 6

"An elementary textbook uses the following terms: mankind, coed, man and wife, women were given the vote, salesman, brotherhood, forefathers."

Is this usage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 7

"In a preview of the future, an elementary social studies textbook predicts the areas of change, and is divided into the following sections: Changing Values, Family Life, New Roles for Women, Your Participation, Community Life, Social Goals and Population, and Need for Education. The illustrations reflect male scientists and engineers. The entire section on 'New Roles for Women' is quoted below:"

Women in our society are already demanding new roles. By 2000, they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000, women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that, by 2000, the old saying, 'A woman's place is in the home,' will no longer apply." (from Our Working World, The American Way of Life, Lawrence Senesh, SRA, 1973, page 377).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 8

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness....Helen fell and Sam helped her get up." (from Lippincott Basic Reading Program, Glenn McCracken and Charles Walcutt, editors, Book E, 1970, page 15).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 9

The following sentences appeared in social studies texts:

"Abigail Adams influenced the social life of the capital."

"Mr. Hilgard took his wife to the west coast to locate a new house."

"The typical working man saw his pay check eaten up by inflation."

Are these sentences sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 10

"The girls stayed ahead of the boys through the whole game. When it ended at dark, they were ahead eight to seven. The boys could hardly believe it." (From Roads to Follow, Helen Robinson, Scott, Foresman and Company, 1965, page 54).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

IDENTIFYING RACIAL-ETHNIC BIAS IN INSTRUCTIONAL MATERIALS[1]

Teacher Worksheet 9

After reviewing "Summary of the Forms of Bias in Textbooks and Instructional Materials"(Teacher Worksheet 7), you are ready to try your hand at analyzing and remedying racial-ethnic bias. Listed below you will find a number of examples of statements which appear in U.S. History Textbooks. You are asked to read each example and determine if racial-ethnic bias is present. If so, identify the form(s) of racial-ethnic bias and suggest a revision which would eliminate such forms of bias.

Example 1

"The first Negroes were shipped to America--to Jamestown--in 1619, the year before the Mayflower arrived... the first of millions of Africans who were transported toward these shores in the next two hundred years." (The Free and the Brave, Rand McNally and Company, 1967, p. 140.)

Is racial-ethnic bias present? _____

What form(s) of racial-ethnic bias? _____

Suggested revision:

Example 2

"In spite of many hardships and dangers, hundred of pioneers completed the trip to the Oregon country. There they started new farms, new homes, and a new way of life." (Man in America, Silver Burdett, 1974, p. 270.)

Is racial-ethnic bias present? _____

What form(s) of racial ethnic bias? _____

Suggested revision:

1/ Examples taken from textbooks and compiled by the Council on Interracial Books in Stereotypes, Distortions, and Omissions in U.S. History Textbooks (New York: Council on Interracial Books for Children, Racism and Sexism Resource Centers for Educators, 1977).

Example 3

"To improve their status they would need education, prosperity and able leadership. Yet almost no ex-slave in 1865 had even the skills, tools, or land needed just to support himself." (The Impact of Our Past, McGraw-Hill, 1972, p. 397.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revisions:

Example 4

"Low-income families have little choice in where they can live. Racial prejudice has kept minority groups out of the better neighborhoods and forced them into run-down sections of the cities." (Man in America, Silver Burdett, 1974, p. 624.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 5

"For a time, Chinese workers were in great demand. They helped build the transcontinental railroads. They also worked as household servants or as waiters and launderers." (America: Its People and Values, Harcourt, Brace & Jovanovich, 1975, p. 551.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 6

"... in 1882 Congress enacted a new Chinese Exclusion Act which, with several extensions, continued in effect until World War II." (Rise of the American Nation, Harcourt, Brace & Jovanovich, 1972, p. 500.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 7

"Japanese born in the United States are called Nisei. When West Coast residents got panicky after Pearl Harbor, the Nisei were rounded up. Even though they were citizens, the Nisei were sent to camps as a 'safety measure.' There Japanese-Americans were put behind barbed wire and guarded by soldiers.... Within a year, however, most Nisei were allowed to leave the camps. They went to college or to harvest crops. Many volunteered for armed duty...." (American History for Today, Ginn and Company, 1970, p. 452.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 8

"Unlike Black Americans, who have spread to all regions of the United States, Mexican Americans have stayed mainly in the Southwest." (Man in America, Silver Burdett, 1974, p. 567.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 9

"The Iroquois were a fierce and warlike people." (America: Its People and Values, Harcourt, Brace & Jovanovich, 1975, p. 68.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 10

"The purchase of the Louisiana Territory was one of the greatest real-estate bargains in history. The vast and empty territory ... was mostly unexplored." (The Challenge of America, Holt, Rinehart & Winston, 1973, p. 230.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 11

"The lot of young Puerto Ricans was especially difficult. In school they were handicapped by unfamiliarity with English and embittered by the antagonism they often met from other children." (Rise of the American Nation, Harcourt, Brace & Jovanovich, 1972, p. 831.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 12

"The slaves could not learn of other places and other people from travel or books ... it was against the law for slaves to learn to read or write." (The Challenge of America, Holt, Rinehart & Winston, 1973, p. 335.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

TEACHING CRITICAL READING SKILLS:

A GUIDE FOR ANALYZING RACIAL AND SEXUAL BIAS

IN ELEMENTARY READERS

by

SARA ZIMET

Teacher Worksheet 10

Adapted and abridged by
The Resource Center on Sex Roles in Education
National Foundation for the Improvement of
Education
1201 Sixteenth Street, N. W.
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Sex, race, and ethnic stereotypes pervade many textbooks. They may be expressed in many forms and variations, through inclusion or exclusion, directly or subtly. It takes practice to be able to recognize their occurrence in the materials in our classrooms.

The following story is similar to those used in many elementary readers. As you read it, please read critically--try to identify the stereotypes or biases it reflects. Following the story, you will find a form for analyzing the story and a set of suggestions for using the form. Please fill it out as the instructions suggest.

Sample Story for Analysis

A NEW SCHOOL FOR TAIHARURU

Andrew lived with his family on the tiny island of Taiharuru, one of the hundreds that dot the broad Pacific Ocean south of Hawaii. Left to themselves for centuries, the peaceful natives had once led an easygoing life. But times were changing.

From his lofty perch in the palm tree, Andrew could see the town across the mountain where the boys and girls in Andrew's little village went to school. The long walk to and from the school left little time for study. An American had recently come to the town, and this morning he was holding the important meeting to which all the men of the village had gone.

Andrew slid nimbly down the sloping trunk of the palm tree and went to the grass hut, where he saw his mother, Esther, preparing lunch.

Early in the morning, Esther had told Andrew's father, Thomas, good-bye and had walked down the hill to the river to catch a fish for the noon meal. After cleaning the fish, she had placed it along with slices of papaya on the banana leaf. Wrapping this firmly about the food, Esther had laid it on a bed of coals to steam until the sun was high, and Thomas had returned from the meeting.

Esther was the first to see her husband bursting along the jungle path. "papa has big news," she told Andrew. "He is excited; he walks fast."

"I'm hungry," Thomas complained when he returned. "Let us eat while I talk." Esther quickly gathered the food for the meal.

The steaming baked fish and the papaya gave off an appetizing aroma, and all fell to eating. Between mouthfuls, Thomas told his story.

"A tall American has come to our island. He will help us build a school in our village. Then, our children won't have to cross the mountain every day to go to school."

"A school here?" Andrew asked. "How can this be done? We have no money, no stone, little wood, and no tools at all."

"But hear me," Thomas went on. "This American says he has no money either, but he has a little boat with a motor, and he will help us build a raft to use in gathering the stone for the building. He will take our strongest men and the raft out to the reef each day when the tide is low. There, we will dive down and loosen the great heads of coral from the bottom and haul them with ropes up to the raft. When it is fully loaded, he will bring it to the beach where other of our men will haul up the coral with ropes to the place where the school will be built. He will teach the men how to shape the heads into building stones. Only the best divers will go in the boat."

"Is there not something the women of the village can do?" Esther asked. "I, too, am a good swimmer."

"Yes, the American thought of everything. We will need eighty dollars to buy cement to put between the stones and to make the floor. The American says the women are to catch fish and sell them in the town market and make money that way."

"We will!" said Esther.

For the next few weeks, the village was filled with excitement. Each day, the women awoke early and went with their hand nets to the fishing grounds. From the water's edge, they cast the nets repeatedly into the sea. Heaping the fresh fish into the baskets, they began the journey over the steep mountain trail to the town market.

Each day, the strongest of the men went to the reef. They dove down

and loosened the big rounded heads of coral and brought them up to be loaded on the raft. The men on the shore hauled the coral to the building site. Other men squared the coral into blocks with tools provided by the American. Day after day, Andrew and other boys of the village took the castoff coral and pounded it into small bits to be used in the cement floor.

On a sunny day after a tropical shower, the first stones went into place, for enough money had come in from the fish market to buy the needed cement. One day, a group of men went back into the jungle, and by evening they had brought out enough straight long poles to form sturdy rafters for the roof. The boys climbed palms and cut down branches, which the women then assembled into huge piles for use in making waterproof thatched roofs. The boys even helped the women with the netcasting for fish.

Finally, the school building was finished, and there was to be a big celebration! A group of men dug a great hole in the ground and others carried big rocks. Still others drew near with bundles of dry sticks and short logs.

When the pit fire had died down to hot coals, the village women placed the meat on the fire and let it cook slowly.

Torches were lit, and soon all the villagers, bearing gifts and fruits, began assembling. It was the greatest day in the history of the village.

After the feast, the village chief rose and called for silence. He thanked the American for his help and presented him with a tortoise-shell fan. Then, he called on the other villagers to file by and offer their gifts to the American. Then the tall American stood and said, "I thank all of you for these gifts. Now that you know how to work with coral stone, I hope that you will build many other buildings and houses. Try not to

forget the lessons you have learned."

Everyone cheered, and the American sat down. The celebration went on.

Critical Reading Record Sheet

Each character in the story is examined critically to determine whether the portrayal is realistic and accurate or biased. A realistic and accurate portrayal of characters is one which is true-to-life, factual, and authentic for the setting, time period, and circumstances depicted. It is one which depicts the full range of human interests, traits, and capabilities. The aim of the portrayal is to be free of bias.

A biased portrayal is one which relegates a group of people, such as racial and ethnic minorities, women, and nations, to a secondary and inferior status. It is one which may omit the actions and achievements of a group, which may demean a group by using patronizing language, or by showing them only in stereotyped roles with less than the full range of human interests, traits, and capabilities.

Patronizing language is best described as expressions which are agreeable and show kindness to a person or group in a condescending manner, indicating that the person or group is inferior.

Stereotyped roles refer to placing groups of people in narrowly defined categories or activities, which are limiting or derogatory. For example: women are either omitted from textbooks, seldom present, or only shown as mothers, wives, nurses, and teachers; racial and ethnic minorities are either omitted from the textbooks, seldom present, or shown in unskilled workroles without initiative or sophistication; and nations other than the United States are presented as exotic and/or underdeveloped both culturally and economically. For example, "Even though the English wanted to let them do it on their own, they knew that the people weren't clever enough to do it alone"; or "I know you're doing the best you can. After all, you're just a girl."

Below, you will find some instructions to help you in filling out your critical reading record.

Fill in the identifying information at the top of the record sheet. Then read through the entire story. Identify one character at a time and fill in all the information available on each character.

1. Character: Write in the name and/or description of the character.
2. Age/Sex: Place an "X" in the column that describes the age and sex of the character.
3. Cultural/National Identity: Write in the one which best describes the character:

   White/U. S. A. or specify other nationality

   Black/U. S. A. or specify other nationality

   Oriental/U. S. A. or specify other nationality

   Puerto Rican/U. S. A. or specify other nationality

   Chicano/U. S. A.

   Native American/U. S. A.

   Other (specify)

   Animal/U. S. A. or specify other nationality

Then place an "X" in one of the columns indicating whether the character is from a "Dominant" of "Minority" cultural group for that country. By "Dominant" is meant the group which makes up the power structure and is most influential; by "Minority" is meant the group which is least influential and least powerful.

4. Traits: Read over each of the following traits and select the one(s) which best describe(s) the character. Then examine each trait listed and place an "X" in the column "Yes" if the trait is limiting or derogatory for that character, keeping in mind the age, sex, and cultural identity of the character. If the trait is not stereotyped, place an "X" in the "No" column.

Aggressive	Dishonest	Greedy	Obedient
Alert	Disobedient	Honest	Passive
Competent	Dull	Hostile	Respectful
Courageous	Follower	Incompetent	Ridiculing
Cowardly	Friendly	Independent	Suspicious
Dependent	Generous	Leader	Tidy
		Messy	Trusting

5. Workrole(s) inside the home: Write in any of the following workroles inside the home that are attributed to the character:

Earned money	Gave commands and directions
Disciplined and controlled	Protected
Prepared and served food	Cleaned and washed
Comforted	Played with children
Taught and guided	

If none were described, write in "none." Review the age, sex, and cultural identity of the character and decide if the role(s) or absence of role(s) is stereotyped. Then place an "X" in the "Yes" column if the role is a limited one or in the "No" column if it is not a limited one.

6. Attitudes of Other(s) toward character: Place an "X" in the column(s) that best describe(s) the attitudes of another person or persons toward the character. Place an "X" in as many column(s) that are appropriate. Look over the definitions below before making your decision:

Positive:	an attitude of respect, esteem, and regard
Negative:	an attitude of disrespect, low esteem, and low regard
Patronizing:	an attitude of kindness and agreeableness to an inferior
Neutral:	an attitude which is neither positive, negative, nor patronizing
None:	no attitude is expressed towards the character

7. Attitude of character toward others: Place an "X" in the column(s) that best describe(s) the attitude of the character towards another person or persons. Look over the definitions for Positive, Negative, Patronizing, Neutral, and None before making your decision.

8. Derogatory Statement(s) about character: If there is a statement about the character that is belittling, disparaging, and detracting, place an "X" in the "Yes" column. If none were made, place an "X" in the "No" column.

9. Conclusion: In order to answer the question, is the character sex-biased or race biased, review the answers given to all the other ten items on the record sheet. If you have answered "Yes" in columns of either sex bias or race bias or in both if applicable, indicate to whom the bias is directed, Male, Female, Dominant and/or Minority. If you have answered "No" to all of these questions, place an "X" in the "No" columns of both the sex bias and race bias categories. If the character is an animal, inanimate object, or not identifiable, it may not be possible to give a race bias or sex bias rating. Leave space blank if this is the case.

   When all the characters have been rated, review the conclusions drawn in item II and write in a final statement about the story in the space marked concluding statement.

One story alone is an inadequate measure of the total textbook. It may suggest a pattern that the stories follow, but this needs to be tested carefully by looking critically at the other stories in the text. In other words, the characterizations in one story may be counterbalanced by those in other stories.

Thus, after critically reading all the stories in the text (or a representative sample of them) a review should be made of the concluding statements for each story. Then a final statement describing the content of the text in terms of sex and race bias should be made.

By openly recognizing the hidden curriculum in textbooks and by assisting students to do the same, you can reverse many of the harmful effects it may have on the students. This scrutiny is essential to learning to read critically, learning to differentiate between fact and opinion, between realistic human limitations and those imposed by bias. Until such a time as today's schoolbooks are replaced by others which more accurately depict the range of human behavior and the diversity of life in the U.S.A., teachers can consciously use the schoolbooks to teach concepts of stereotyping and bias through the development of critical reading abilities in their students.

Textbook Name_____ Author(s)_____

Story Name_____ Page Numbers_____

Critical Reading by:_____ Workrole_____

1. Character	2. Age/Sex				3. Cultural/ National Identity	Dominant	Minority	Trait(s)	4. Were they stereotyped?		5. Workrole(s) Outside Home	Were they stereotyped?	
	Adult		Child						Yes	No		Yes	No
	M	F	M	F									

TW-10
(page 12)

133

CRITICAL READING RECORD

Publisher_____ Copyright Date_____

Age_____ Sex_____ Cultural Identity_____

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to Others				9. Derogatory Statement(s) about Character?		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patronizing	Neutral	Positive	Negative	Patronizing	Neutral	Yes	No	Yes	No

11.

CONCLUSION

Race bias				Sex bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.

CONCLUDING STATEMENT:

DISTINGUISHING AMONG SEX-AND RACE-BIASED AND NONBIASED MATERIALS

Teacher Worksheet 11

As we analyze materials we may observe that different levels of bias and/or effort to overcome bias in the materials. One way of thinking about the materials is outlined below.

Biased materials -- Materials which demonstrate any form of bias on the basis of racial-ethnic group or sex.

Sex or race fair materials -- Materials which reflect a philosophy of equal and fair treatment for females and males of all racial-ethnic groups.

Sex or race affirmative materials -- Materials which attempt to overcome the effect of past discrimination and bias by emphasizing nonstereotyped behaviors, changes in opportunities, and/or provide realistic portrayals of discrimination, bias, and stereotyping.

Listed below are several examples of materials which reflect one of these categories. Please read each of the examples provided and indicate if the example is sex or race biased, sex or race fair, or sex or race affirmative.

Example 1

Barbara Fisher wants to take tennis instead of the class in slimnastics, but she learns that her school does not offer tennis for girls. She takes over her brother's newspaper route and then finds that girls are not allowed to deliver newspapers. She protests and is called a nut. However, her efforts finally prove successful, and she becomes the city's first newspaper girl. Moreover, she finds that she has become a role model for younger children and that she is not a nut--but a pioneer. (Betty Miles, The Real Me, New York: Knopf, 1974.)

Sex Biased _____ Sex Fair _____ Affirmative _____

Example 2

This collection of readings provides a collection of the biographies of 50 famous Americans. The 50 Americans selected include the biographies of 30 white Americans, 10 Black Americans, 3 Mexican Americans, 1 Puerto Rican American, 2 Native Americans, and 4 Asian Americans. All of the biographies are biographies of famous American men.

Race Biased _____ Race Fair _____ Race Affirmative _____
Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 3

This collection of materials is a reading series designed to assist students increase their reading skills. The number of stories with male characters outnumbers the stories with female characters by a 4:1 ratio. Females are often portrayed as interested in domestic activities and as characters who are unable to succeed. Black Americans are included in approximately 15 percent of the stories and illustrations.

Race Biased _____ Race Fair _____ Race Affirmative _____
Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 4

This collection of materials is designed to assist teachers detect racism and sexism in U. S. History Textbooks. It provides a content analysis instrument for detecting racism and sexism and supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican, and Women's History. (Stereotypes, Distortions and Omissions in U. S. History Textbooks, New York: The Council on Interracial Books for Children, 1977).

Race Biased _____
Sex Biased _____ Race Fair _____ Race Affirmative _____
Sex Fair _____ Sex Affirmative _____

Example 5

This children's book chronicles Martin's daily activities with his father. Martin's father plays with him, cooks breakfast, does the laundry, prepares lunch, gives him a bath, and tucks him into bed. (Margrit Eichler, Martin's Father, Chapel Hill: Lollipop Power, 1971).

Race Biased _____ Race Fair _____ Race Affirmative _____
Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 6

This book provides a collection of writings which document the history of Black women in America. The book includes writings which discuss Slavery, The Struggle for Education, A Woman's Lot, Making a Living, Survival Is a Form of Resistance, In Government Service and In Political Life, The Monster Prejudice, and "Lifting as We Climb." (Gerda Lerner, ed., Black Women in White America, New York: Vintage Books, 1973).

Race Biased _____ Race Fair _____ Race Affirmative _____
Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 7

Young Adam and Marian play together, but always in stereotyped roles. Marian does not like her roles as nurse, stewardess, and first lady. After a long discussion about sex bias with her parents, Marian no longer accepts

these stereotyped roles. She now advocates the position that she can be a doctor, a pilot, or President. Marian makes it clear to Adam that stereotyped activities will have to stop. (Norma Klein, Girls Can Be Anything, Dutton, 1973.)

Sex Biased _____ Sex Fair _____ Sex Affirmative _____

Example 8

This material is a collection of career counseling materials. Descriptions of 60 different occupations are provided. Illustrations and case studies provided show males and females in traditional and nontraditional jobs, and effort is made to include illustrations which include males and females of various racial-ethnic groups. At no time is the generic "he" used in the materials and the labels of occupations have been modified to avoid sexist connotations.

Sex Biased _____ Sex Fair _____ Sex Affirmative _____
Race Biased _____ Race Fair _____ Race Affirmative _____

WHAT CAN I DO?

Teacher Worksheet 12

Alleviating bias in materials and its effects upon students requires commitment and action on the part of every educator. In order to begin your own action process:

List one action that you can take in your next day in the classroom to combat bias in instructional materials and its effects upon students. Be specific.

List one action that you can take in the next week to combat biased materials and their effects. Be specific.

WORKSHOP EVALUATION FORM

Teacher Worksheet 13

1. At this point, how would you rate your knowledge of:

Manifestations of bias in classroom management and instructional materials	Strategies and procedures for overcoming bias in classroom management and instructional materials
___thorough understanding	___thorough understanding
___some knowledge	___some knowledge
___little knowledge	___little knowledge
___no knowledge	___no knowledge

2. What concerns or questions about eliminating bias in classroom management and in instructional materials have been answered for you today?

3. What concerns or questions about bias in classroom management and in instructional materials still remain unanswered for you?

4. Which of the day's activities were most helpful to you?

5. Which of the day's activities were least helpful to you?

6. What information, experiences, or activities do you need next in order to begin sex equity for your students?

APPENDICES

IDENTIFYING SEX-BIASED INSTRUCTIONAL MATERIALS

Teacher Worksheet 8A

The following answers indicate the form of bias found in the case studies, as well as suggested revisions. Participants may discover other forms of bias and may suggest alternate revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below:

Case 1

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: The revision should eliminate the stereotype of the girl and mother being responsible for and confined to the home. A revision might suggest that a son and daughter help their parents with household chores so that the entire family could then pursue other interests.

Case 2

Is sex bias present? Yes

Forms: Sexist language
Invisibility
Stereotyping

Comment and Suggested Revisions: Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and sacrifices of pioneering women. This noun should be replaced (e.g., "pioneering farmers," "frontier settlers," "pioneering men and women").

Case 3

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes nouns and roles that refer to both men and women.

Case 4

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes a father who takes responsibility for preparing dinner and a teenage boy who is able to demonstrate emotions. Both break with the traditional male sex role stereotypes.

Case 5

Is sex bias present? Yes

Form: Fragmentation/Isolation

Comment and Suggested Revisions: The role of women in contemporary society should not be isolated from the main portion of the narrative, but should be included throughout the chapter. Perhaps the section on "Contributions of Contemporary Women" might be changed to "Contributions of Contemporary Americans" and include both men and women. As this chapter is now organized, it suggests that the role of women is outside the mainstream of American life.

Case 6

Is sex bias present? Yes

Form: Sexist language

Comment and Suggested Revisions: Mankind to human, humanity, people, women and men; coed to student; man and wife to husband and wife; women were given the vote to women won the vote; salesman to salesperson; brotherhood to unity, amity, community; forefathers to precursors, ancestors, founders.

Case 7

Is sex bias present? Yes

Form: Unreality/Isolation

Comment and Suggested Revisions: The passage is written with generalizations and omits divergent views, emotional struggles and the barriers to full equality, which are so much a part of the women's movement. This simplistic account of the struggle for equality is misleading. The passage could be made more realistic by including the barriers to equality, the sacrifices of feminists involved in the struggle, and the opponents to the feminist movement, including the opposition to the passage of the Equal Rights Amendment.

In addition, the isolation of women from the other sections of the text might be criticized. This isolation is underscored by the all male population reflected in the illustrations. Revisions for rectifying this bias would include writing about women in the other sections of the chapter, and including photographs of women as well as men.

Case 8

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: The portrayal of a timid girl and a courageous boy is stereotypic. Revisions might include depicting both children as competent and capable or even describing a brave girl and a timid boy.

Case 9

Is sex bias present? Yes

Form: Sexist language

Comment and Suggested Revisions: Abigail Adams influenced the social life of the capital to Abigail Adams was a talented writer whose accounts provide us with an insight into America's early days. In addition, she was influential in the capital's social life.

Mr. Hilgard took his wife to the west coast to locate a new house to The Hilgards went to the west coast to locate a new house.

The typical working man saw his pay check eaten up by inflation to The typical worker's pay check was eaten up by inflation.

Case 10

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: Some might believe that because the girls' team won, the passage is nonsexist. But the undertone is critical here. The disbelief that is expressed by the boys suggest that the victory by a girls' team is an aberration. The revision should omit the boys' disbelief at the victory of a girls' team.

IDENTIFYING RACIAL-ETHNIC BIAS IN INSTRUCTIONAL MATERIALS

Teacher Worksheet 9A

The following answers indicate the form of bias which may be found in the examples provided in Teacher Worksheet 9 and information which may be used for the revision of the statements. Participants may discover other forms of bias and may suggest alternate revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below.

The examples and information provided below are taken from:

Stereotypes, Distortions, and Omissions in U. S. History Textbooks. New York: The Council on Interracial Books for Children and the Racism and Sexism Resource Center for Educators, 1977. Copies may be obtained from the Council on Interracial Books for Children, Inc., 1841 Broadway, New York, New York 10023 for $7.95 per copy.

Example 1

Is racial-ethnic bias present? yes

Forms: Exclusion/Invisibility
Unreality

Comment and suggested revisions:

The quotation illustrates the invisibility of the contribution of American explorers and settlers who were in America prior to 1619, and the unrealistic portrayal of our history. The sentence should be expanded to include some of the following.

"Free Africans, as well as slaves, were in the Americas before 1619. They accompanied Spanish, Portuguese, and other explorers, serving in a variety of roles. They were seamen, explorers, farmers, guides, and shipbuilders. Estavanico, who came to North America with Cabeza de Vaca, was the best known African explorer of that period.

"A slave rebellion is recorded in 1526 in what is now known as South Carolina. Because of that rebellion, the Spanish settlers returned to Haiti, leaving the Africans as the first permanent, nonindigenous settlement in what was later to become the U. S.

"Increasing evidence suggests that Africans traveled to the Americas centuries before Columbus. Skeletons, carvings and other archeological evidence found throughout Central and South America; the nautical skills and instruments of some ancient African civilizations; and the pattern of ocean currents between the continents combine to indicate that the Africans traveled to the Americas during several historical periods."

References for further reading:

Herbert Aptheker. American Negro Slave Revolts. New York: International Publishers Co., Inc., 1952. p. 1963. Description of 1526 revolt.

James Bailey. The God-Kings and the Titans. New York: St. Martins Press, 1972. pp. 146-153 and 183-195.

John G. Jackson. Introduction of African Civilizations. Secaucus, N. J.: Citadel Press, 1970. pp. 223-264.

Ivan Van Sertima. They Came Before Columbus. New York: Random House, 1976.

Example 2

Is racial-ethnic bias present? Yes

Forms: Exclusion/Invisibility
Unreality

Comment and suggested revisions:

The selection reflects the invisibility of non-white groups in the settling of the West and the unrealistic portrayal of history. The excerpts should be modified to include reference to the participation of Black Americans in the Westward expansion.

"Black people took part in the take-over of the West, as trappers, missionaries, explorers, or Pony Express riders, railroad laborers, cowboys, and members of the U. S. Army. Some participated in the suppression of Native Americans. Other Black people who had escaped slavery and found refuge with Native American nations, fought alongside them against the whites.

"But while Black people were involved in the exploration of the West that preceded U. S. settlement (and the area was prohibited to slavery), discrimination against Black people persisted. In 1844, a provision was added to Oregon's constitution expelling Black people within three years and decreeing that any Blacks who entered should be flogged. After the establishment of the Republic of Texas, the Texas Congress ordered all free Black people out of the Republic. The 1850 Indiana Constitutions barred Black people from entering or settling in the state. Western states barred Black men from voting and adopted a variety of other discriminatory practices."

References for further reading:

Phillip Durham and Everett L. Jones. The Negro Cowboys. New York: Dodd, Mead and Co., 1965.

John Hope Franklin. From Slavery to Freedom. New York: Alfred A. Knopf, 1967. pp. 265-270.

J. Norman Heard. The Black Frontiersman. New York: John Day Co., 1969.

Example 3

Is racial-ethnic bias present? yes

Forms: Stereotyping
Unreality

Comment and suggested revisions:

Materials which portray freedpeople as helpless, childlike, rootless persons needing leadership and assistance reflect a biased perspective and should be expanded to include examples of freedpersons' initiative, the rebels' take-over of lands which had been provided freedpersons after the Civil War, and the industries which had been built.

"Only about a million acres of confiscated land was distributed to freed-people, but most of this was later taken from them. There are numerous examples of their successful farming and of their organization of civil governments that provided necessary services. These examples illustrate the potential of land distribution that could have revolutionized the South.

"In 1863, the plantations of Jefferson Davis and his brother were divided and seventy freedpeople were given 30 acres each, while a Black regiment protected them from Confederates. This 'Davis Bend' program was so successful that by 1865 another 5,000 acres were given to 1,800 Blacks organized into 181 companies. The government supplied equipment and supplies which were repaid when crops were sold. The people opened stores, established a school, set up a government, and provided free medical services to all who could not afford a doctor. In 1865, they cleared $160,000 after paying expenses.

"A visitor to Hampton, Virginia, another such development, wrote: 'I found it a thrifty village, occupied chiefly by freedmen (with) sashfactory and black-smith's shop, shoemakers shops and stores . . . I found no idleness anywhere. . . On one estate of six hundred acres there was a thriving community of 800 freedmen.

"These and other successful ventures were destroyed when rebel Confederates received pardons from President Johnson and were allowed to regain 'their' land. General Saxton, commanding the Department of the South, pleaded in vain for Congress to buy such land and have the freedpeople remain. He wrote that on the islands off the coasts of Georgia and South Carolina, 'the freedmen have established civil governments and constitutions and laws, with all the different departments for schools, churches, building roads, and other improvements.' On one of these islands, freedpeople used arms to resist the return of the pardoned rebels."

References for further reading:

William Loren Katz. Eyewitness: The Negro in American History. New York: Pittman Publishing Company, 1968. See pp. 245-246 for reference to Mames Island and General Saxton, and pp. 258-259 for Hampton Virginia.

James Loewen and Charles Sallis (eds.) Mississippi: Conflict and Change. New York: Pantheon Books, 1974. See pp. 136-137 for discussion of Davis Bend.

Example 4

Is racial-ethnic bias present? Yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The discussion of patterns of segregations as an outcome of racial prejudice provides only a partial explanation of segregation within our society. A revision should include discussion of institutional racism and the ways that the complex of institutions controlled by whites operate to perpetuate segregation and denial of true equality of opportunity.

"The entire gamut of institutions--business, unions, education, health, church, government, media--are controlled by whites, and function in ways which subordinate third world people. The prejudice of individual whites--although destructive--plays a secondary role."

References for further reading:

Stokely Carmichael and Charles V. Hamilton. Black Power: The Politics of Liberation in America. New York: Random House, 1967.

Louis L. Knowles and Kenneth Prewitt. Institutional Racism in America. Englewood Cliffs, N. J.: Prentice-Hall, 1969.

Example 5

Is racial-ethnic bias present? Yes

Form: Stereotyping

Comment and suggested revisions:

The selection should be revised to reflect the many occupational roles in which Chinese laborers served.

"Chinese were the mainstay of the early woolen and cigar industries of the West. Thousands of acres of wasteland were turned into rich, productive agricultural fields by Chinese, and they constituted over half of the farm laborers in the 1880's.

"When the railroad was completed, Chinese began to enter other areas of employment: garment and footwear manufacturing, fishing, canneries, cigarmaking, land reclamation, agricultural work, and construction as well as domestic and service industries."

References for further reading:

H. M. Lai and Philip Choy. A History of the Chinese in California. San Francisco: Lawton and Kennedy, 1969. pp. 30-64.

H. M. Lai and Philip Choy. Outlines: History of the Chinese in America. San Francisco: Chinese American Studies Group, 1971. pp. 47-88.

Example 6

Is racial-ethnic bias present? yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The 1882 Chinese Exclusion Act is referred to without an explanation of the original provisions of the Act, the "token" modification of the law of 1942, the devastating consequences to the Chinese community in America, or the many other local, state, and national laws which were created to victimize Chinese. This statement should be expanded to include a discussion of the following points.

". . .the Act of 1882 stipulated the exclusion of Chinese laborers for a period of 10 years and denied Chinese in the U.S. the right to become naturalized citizens. . .Most texts also fail to report that the 1882 Act contravened the Burlingame Treaty of 1868. (In that treaty, China and the U.S. had pledged to allow free entry of one another's citizens to each country.)

"Subsequent acts extended the exclusion (of Chinese) until 1943. In that year the Magnuson Bill provided a token immigration quota of 100 and permitted the naturalization of Chinese immigrants. (Some assert that this action was a propaganda tool, since the U.S. could not exclude Chinese while China was an ally in WW II.)

"Because most Chinese men had originally planned to return to China, they left their families behind. Therefore, exclusion resulted in predominantly male communities, husbands separated for years from wives and children, illegal practices to unite families, and the delay of a major U.S. born generation of Chinese until the 1930's and 1940's. By 1890 there were 2,678 males for every 100 females in the Chinese population of 107,288. Many Chinese (mostly men) returned to China to be with their families and by 1920 there were only 61,639 Chinese left in the U.S. With this decline (plus some other factors) the ratio in 1920 was 695 males to 100 females. However, it was not until 1943, with amendments to the 1924 Quota Act and the repeal of the Exclusion Act, that a number of Chinese women entered the U.S. and the sex imbalance improved.

"Many texts note the 1882 Chinese Exclusion Act and ignore the other local, state and national laws created to victimize Chinese. Examples of such laws fall into three types:

Immigration Legislation--An Act to Prevent the Further Immigration of Chinese or Mongolians to this State (California), 1858; Scott Act, 1888--Chinese who left were forbidden to return to the U.S.; Geary Act, 1892--extended 1882 immigration restrictions for another decade and required all Chinese laborers to carry certificates of residence; Act of April 29, 1904--extended exclusion indefinitely.

Occupational Restriction Legislation--Foreign Miners Tax, 1853--designed to drive Chinese from mining; San Francisco Anti-Ironing Ordinance, 1880--prohibited Chinese from ironing at night; California Fish and Games Act, 1893--prohibited use of Chinese fishing nets.

Punitive and Harassing Legislation--San Francisco Queue Ordinance, 1875--shaving of queues in jail; San Francisco Cubic Air Laws, 1873--Chinese could be arrested for living in crowded rooms; Anti-Miscegenation Laws--14 states included Chinese in such laws.

References for further reading:

Betty Jung. "Chinese Immigrant Women," in Asian Women. Los Angeles Asian American Studies Center, University of California, October 1975.

H. M. Lai and Philip Choy. A History of the Chinese in California. San Francisco: Lawton and Kennedy, 1969.

_____. Outlines: History of the Chinese in America. San Francisco: Chinese American Studies Group, 1971.

Rose Hum Lee. The Chinese in the United States of America. Hong Kong: Hong Kong University Press, 1960.

Stanford Lyman. Chinese Americans. New York: Random House, 1974. pp. 54-85, 86-118.

Victor and Brett DeBary Nee. Longtime California: A Documentary Study of an American Chinatown. New York: Pantheon, 1973.

C. T. Wu, ed. Chink. New York: Meridian Books, 1972. Reprints several of the anti-Chinese laws.

Connie Yu. "The Chinese in American Courts." Bulletin of Concerned Asian Scholars, Fall 1972.

Example 7

Is racial-ethnic bias present? Yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The excerpt should be revised to correct the impression that most Japanese Americans left the camps after a year and that even while they were working to harvest crops, they left camps under armed guard and were returned in the evening. Points which should be included are given below.

"This book implies that only Nisei were in camps and that most left after a year. Approximately 47,000 Issei were also placed in the concentration camps. The only group allowed to leave the camps were 4,000 Nisei students sent to midwestern or eastern colleges. Temporary work releases were allowed for agricultural laborers. They left the camp under armed guard and most were returned each evening. Over 33,000 Nisei fought during WW II while their families and friends were behind barbed wire. Their unit suffered the highest casualties and won the most medals of any similar unit during the war."

References for further reading:

Maisie Conrat and Richard Conrat. Executive Order 9066. San Francisco: California Historical Society, 1972. Collection of photos taken during the camp years.

Roger Daniels. Concentration Camps USA: Japanese Americans and WW II. New York: Dryden Press (Holt, Rinehart and Winston), 1971. Includes a bibliography of readings on various aspects of the camps.

Jacobus ten Broek. Prejudice, War and the Constitution. Berkeley: University of California Press, 1970. Scholarly book on the reasons for the camps.

Dorothy Thomas and Richard Nishimoto. The Spoilage: Japanese American Evacuation and Resettlement During WW II. Berkeley: University of California Press, 1946.

Example 8

Is racial-ethnic bias present? yes

Forms: Stereotyping
Imbalance/Selectivity
Unreality

Comment and suggested revisions:

Although most Mexican Americans do live in the Southwest, large numbers are also found in Michigan, Minnesota, Illinois, Ohio, Washington, and other areas. The statement stereotypes Chicanos as Southwestern residents, tends to view their settlement through an Anglo perspective, and gives an unrealistic view of the residence patterns of Mexican Americans in our society.

References for further reading:

Rudolfo Acuna. Occupied America: The Chicano's Struggle Toward Liberation. New York: Harper and Row, 1972.

Leo Grebler, Joan W. Moore, Ralph Guzman. The Mexican-American People: The Nation's Second Largest Minority. New York: The Free Press (Macmillan Co.), 1970.

Gilberto Lopez y Rivas. The Chicanos. New York: Monthly Review Press, 1974.

Example 9

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Imbalance/Selectivity

Comment and suggested revisions:

The excerpt from the textbooks focuses only on the responses of American Indians to the invasion of their lands. Although the comment should be expanded, it would be improved if the statement were revised to read that the Iroquois were viewed by white settlers as fierce and warlike.

"Descriptions of Native Americans as 'warlike' must be treated with caution. Much of the available information on Native Americans was written by Europeans who naturally viewed those defending their lands and communities against invasion as warlike. Native American nations had many non-violent, well-ordered processes for solving their international problems. While there were conflicts prior to the European invasion, they were generally for limited objectives rather than for total victory or conquest, and loss of life was minimal."

References for further reading:

John Collier. Indians of the Americas. New York: W. W. Norton and Co., 1947.

D. R. Wrone and R. S. Nelson. Who's the Savage? A Documentary History of the Mistreatment of the Native North Americans. New York: Fawcett, 1973.

Example 10

Is racial-ethnic bias present? Yes

Forms: Exclusion/Invisibility
Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The phrase "vast and empty territory....was mostly unexplored" reflects only the perspective of whites. Native Americans and Spanish settlers had been settled in the area for centuries prior to the time of the Louisiana Purchase. This could be modified to read:

"Although the territory was unexplored by white settlers, it had been occupied for centuries by Native Americans and Spanish settlers."

Example 11

Is racial-ethnic bias present? yes

Forms: Stereotyping
Imbalance/selectivity
Linguistic bias

Comment and suggested revisions:

The statement stereotypes all Puerto Ricans as having language difficulties, places the "blame" on Puerto Ricans for their deficiencies, and places blame on "other" children rather than dealing with the problems of educational institutions and their failure to provide relevant curriculum for bilingual students.

A revision which would correct at least some aspects of the bias might be

"The lot of young Puerto Ricans was especially difficult. In school they were handicapped by the failure of schools to provide bilingual/bicultural education which would meet the needs of Puerto Rican students."

Other aspects which might be considered are given below.

"Textbooks frequently blame Puerto Ricans for their oppressed situation because they are 'unfamiliar with English.' This rationale is particularly used to explain the widespread miseducation of Puerto Rican children in U.S. schools. This text places additional blame on antagonism from 'other' students. Like most texts it avoids discussion of the institutionalized racism in education which subordinates all third world students. That Puerto Ricans have the highest drop-out rate in New York City schools is not a result of their language. It is the failure of the schools to provide bilingual/bicultural instructions and materials, to hire adequate number of Puerto Rican staff, to involve the parents in development of educational programs to serve the community, and to provide curriculum relevant to the needs and struggles of the students. Disproportionate numbers of Puerto Rican students thus join the pool of surplus labor, training for nothing more than the lowest paid work.

"While most Puerto Ricans recognize the need to learn English in order to survive in the U.S., it is their national right as well as their democratic right to speak their own country's language and to have the governmental institutions that are supposed to 'serve them' respect that language."

References for further reading:

Illinois State Advisory Committee of the U.S. Civil Rights Commission. Bilingual/Bicultural Education: A Privilege or a Right?

Antonia Pantoja, Barbara Blourock, and James Bowman, (eds.). Badges and Indices of Slavery: Cultural Pluralism Redefined. Lincoln, Nebraska: University of Nebraska, 1975.

Council of Interracial Books. "New Study Confirms Educational Slaughter of Puerto Rican Children." Bulletin of Interracial Books for Children, Vol. 4, Nos. 1 and 2. New York: 1841 Broadway, New York, New York 10023.

Annette T. Rubinstein (ed.). Schools Against Children The Case For Community Control. New York: Monthly Review Press, 1970.

U.S. Civil Rights Commission. A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publications No. 51, May 1975.

Example 12

Is racial-ethnic bias present? yes

Forms: Stereotyping
Unreality

Comment and suggested revisions:

The statement overlooks the efforts of many Black persons to learn to read and write and to develop informal education systems. A revision might include "Although it was against the law for white persons to teach slaves to learn to read or write, many Black persons did learn these skills and teach others."

Other information which might be added includes the following:

"While education of slaves by white people was illegal, many people held in bondage did manage to learn. Textbooks generally tell us of Frederick Douglass, but no text tells the incredible story of Milla Granson who was taught to read by her owner's children. Later, when sold to a different owner, she secretly taught 12 people at a time from 11 p.m. until 2 a.m. each night, for seven years. She graduated hundreds of students, many of whom later escaped to Canada. The legislature of Louisana, learning of her work, debated the legality of a slave teaching slaves. Milla Granson was just one of many, many slave women who did whatever they could to subvert the control of the slaveholder.

"Though Sojourner Truth's work for abolition and women's suffrage is mentioned in some texts, her successful struggle for one of her 14 children, and her remarkable battle against Jim Crow seating in trolley cars are never included."

References for further reading:

Gerda Lerner. Black Women in White America: A Documentary History. New York: Vintage, 1973.

A NEW SCHOOL FOR TAIHARURU: SAMPLE CONTENT ANALYSIS/ CRITICAL READING

Teacher Worksheet 10A

Textbook Name _____ Author(s) _____

Story Name A New School for Taiharuru Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1 Character	2 Age/Sex Adult M	Adult F	Child M	Child F	3 Cultural/ National Identity	Dominant	Minority	Trait(s)	4 Were they stereotyped? Yes	No	5 Workrole(s) Outside Home	Were they stereotyped? Yes	No
Andrew			X		Polynesian		X	Competent		X	Pounded coral	X	
								Obedient	X		Climbed palms & cut branches	X	
								Respectful	X		Helped women fish		X
								Dull	X				
								Follower		X			
American	X				U. S. A.	X		Alert	X		Supervisor	X	
								Competent	X		Teacher	X	
								Friendly		X	Planner	X	
								Leader	X				
								Respectful		X			
								Generous	X				
Thomas	X				Polynesian		X	Leader		X	Conferred with Americans		
								Obedient	X				X
								Follower	X				
								Respectful	X				

TW-10A

Textbook Name _____ Author(s) _____

Story Name _____ Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1 Character	2 Age/Sex Adult M	Adult F	Child M	Child F	3 Cultural/ National Identity	Dominant	Minority	Trait(s)	4 Were they stereotyped? Yes	4 No	5 Workrole(s) Outside Home	Were they stereotyped? Yes	No
Esther		X			Polynesian		X	Competent		X	Cast fishnets	X	
								Dull	X		Sold fish		X
								Obedient	X		Assembled palm branches	X	
Chief	X				Polynesian		X	Leader	X		Conferred with Americans	X	
								Generous		X	Directed his people	X	
								Follower		X			
								Respectful		X			
Natives	X	X	X		Polyne			Followers	X		Male:		
							X	Friendly	X		Builders	X	
								Competent		X	Climbed trees	X	
								Respectful	X		Divers	X	
								Generous	X		Cut branches	X	
								Dependent	X		Stone haulers	X	
											Stone cutters	X	

TW-10A (page 2)

Textbook Name _____ Author(s) _____

Story Name _____ Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1 Character	2 Age/Sex Adult M	Adult F	Child M	Child F	3 Cultural/ National Identity	Dominant	Minority	Trait(s)	4 Were they stereotyped? Yes	4 No	5 Workrole(s) Outside Home	Were they stereotyped? Yes	No
											Pounded coral	X	
											Tree cutters	X	
											Diggers	X	
											Helped women	X	X
											Female:		
											Fished	X	
											Assembled branches	X	
											Sold fish		X

TW-10A (page 3)

167

168

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age 44 Sex Female Cultural Identity White - Jewish

6 Workrole(s) Inside Home	Were they stereotyped?		7 Attitude of others to character?				8 Attitude of character to others?				9 Derogatory statement(s) about character?		10 Given inferior status?	
	Yes	No	Positive	Negative	Patronizing	Neutral	Positive	Negative	Patronizing	Neutral	Yes	No	Yes	No
None indicated	X					X				X		X	X	
Not applicable			X				X		X			X		X
Gave commands and directions	X					X	X			X		X	X	

TW-10A (page 4)

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age 44 Sex Female Cultural Identity White - Jewish

6 Workrole(s) Inside Home	Were they stereotyped?		7 Attitude of others to character?				8 Attitude of character to others?				9 Derogatory statement(s) about character?		10 Given inferior status?	
	Yes	No	Positive	Negacive	Patronizing	Neutral	Positive	Negative	Patronizing	Neutral	Yes	No	Yes	No
Cleaned and washed Prepare and served food	X X					X	X			X		X	X	
None indicated	X					X	X		X	X		X		X
Not applicable			X X			X X	X X					X X	X X	

TW-10A (page 5)

11.

CONCLUSION

Race bias				Sex bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.
X					X		
X				X			
X					X		

11.

CONCLUSION

Race bias				Sex bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.
X					X		
X					X		
X X					X X		

11.

CONCLUSION

Race bias				Sex bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.
X					X		
X					X		
X X					X X		

CONCLUDING STATEMENT: All the characters are portrayed in stereotypical roles relating to national, racial, and sex role bias. Whereas all the characters carried out their roles very competently, there is still a sharp contrast between what the "tall American" knows and can do and the skills of the natives, offering a patronizing quality to the relationship. One would expect to find clear-cut sex roles enacted in a village on a small island in the Pacific. On the other hand, the fact that the last reigning monarch of Hawaii was a Queen offers the opportunity to minimize the portrayal of stereotyped roles in this kind of setting. The fact that girls were omitted entirely from this story is a curious matter in view of the fact that the actions described were to have involved all the villagers, according to both the opening paragraph of the story as well as the statement, "The boys even helped the women in netcasting."

DISTINGUISHING AMONG SEX- AND RACE-BIASED AND NONBIASED MATERIALS

Teacher Worksheet 11A

Example 1

Sex Affirmative

Example 2

Race Fair and Sex Biased

Example 3

Race Biased and Sex Biased

Example 4

Race Affirmative and Sex Affirmative

Example 5

Sex Affirmative

Example 6

Race Affirmative and Sex Affirmative

Example 7

Sex Affirmative

Example 8

Sex Fair and Race Fair

TEACHING FOR SEX EQUITY:

ELIMINATING BIAS IN INSTRUCTIONAL MATERIALS

SUPPLEMENTARY WORKSHEETS

APPENDIX A

BIAS IN CAREER EDUCATION MATERIALS

Teacher Worksheet 13

Listed below are a number of quotations taken from actual career education materials. Some were selected from student materials, others from materials designed for teachers. Read each quotation and place an "X" next to any you find to be racially, ethnically or sex biased. Rewrite those that you have marked in order to eliminate the bias.

From Student Materials

- How can we help the postman?
  How does the postman get his job?

- What famous health workers have we heard or read about? (Louis Pasteur, Dr. Jonas Salk, etc.)

- Select an owner of a business and make pictures for the bulletin board of the people he must pay and materials he must purchase. (Use a diary, the telephone company, a local factory.)

- A sheet metal worker will probably belong to a union if he is employed by a company; if self-employed, he will probably be nonunion.

- One secretary speaks of her job in this way: "I'm so much a part of that office that my boss just accepts me and the way I look, the way he does the furniture and the equipment."

- Since the proportion of women workers is so high, the ratio turnover is high ... Beginners will replace those workers who leave to get married and raise families.

- Most stewardesses resign upon getting married. Previously this was a requirement on most airlines. Recent laws have changed this, however, and girls may not be forced to resign after marriage. In general, however, continued flying beyond a few years is not generally conducive to a happy married life.

- With what he makes at Holloway, Bob is able to provide a good living for his wife and daughter.

- The secretary who does not make the most of her physical attributes is not doing herself justice.

- In America you can be anything you want to be.

- In a book on employment in human services, students are told they will work in

  "crowded, dirty, and dangerous" places, such as "slum tenements, rural shacks, and underdeveloped areas in foreign countries," helping "the poor, the ignorant, the sick, and the criminal."

From Teacher Materials

- Invite the lunchroom manager to visit the class and explain her interest in the children's health.

- Have children find out where their fathers work.

- Show filmstrip: "Where Our Daddies Work."

- To the tune of "Here We Go 'Round the Mulberry Bush," children may sing about mother in various housekeeping duties. "This is the way I cook the meal."

- Have the children ask their mothers why they shop in a certain store. Make a chart or booklet showing different stores at which the mothers stop.

- Have a resource person come in and talk to the class. Example: A legal secretary could come and discuss her job.

BIAS IN SOCIAL STUDIES MATERIALS

Teacher Worksheet 14

Listed below are a number of historical statements. Please consider them carefully and rewrite any statement(s) you believe to be biased.

1. Eli Whitney was the inventor of the cotton gin.

2. The temperance struggle was a quaint example of puritan bigotry on the part of women.

3. Women were not politically active until the women's suffrage movement of the late 19th century.

4. Most women immigrated to America as the wives or daughters of male immigrants.

5. Women had no economic importance outside their agricultural and domestic work until the 20th century.

See Teacher Worksheet 15 for a comparable illustration of racial-ethnic bias.

BIAS IN SOCIAL STUDIES MATERIALS

Teacher Worksheet 15

Listed below are a number of historical statements. Please consider them carefully and rewrite any statement(s) you believe to be biased.

1. The Great Plains were unsettled and/or unowned by Native Americans.

2. African cultures were primitive and lacking in social organization; they were simple, tribal, slave holding, and despotic.

3. Most Japanese came to the U. S. on their own looking for a better life.

4. After Texas became independent, Texans respected Mexican territory. The Lone Star Republic became a peaceful neighbor of Mexico.

See Teacher Worksheet 14 for a comparable illustration of sex bias.

SUPPLEMENTARY ACTIVITIES

Teacher Worksheet 16

Listed below are two accounts of the treatment of Black slaves. Please read the two accounts, then answer the following questions. 1/

Account 1

While there were some incidents involving the abusing of slaves, public opinion and state law generally assured the slaves of good treatment. Plantation owners usually cautioned their overseers against using brutal practices. Naturally, there were some abuses on large plantations...Most people, however, favored kind treatment of slaves...

Account 2

Under the slave codes, Blacks were not allowed to own property or weapons. They could not form groups without a white person present. They could not buy or sell goods, or leave the plantation without permission of their master. In towns and cities, Blacks were required to be off the streets by a specified hour each night. A slave could not testify in court against a white person. A slave who was charged with a crime against a white person was therefore unable to defend himself. Any slave who violated the laws were likely to be severely punished, perhaps by death.

Questions:

--Who do you feel may have written the first account and for what purpose?

--Who do you feel may have written the second account and for what purpose?

--Which account do you feel is more accurate? Why?

--Which author supports the statements with data? Give specific examples.

--From your perspective and knowledge of the treatment of slaves, write your account of how you think slaves may have been treated.

See Teacher Worksheet 17 for comparable illustration of sex bias.

1. How does each character's feelings about what is important affect the situation or opportunities of the other characters?

2. Select one of the characters. What would you have done in her/his situation?

3. What might have been the effects or consequences of your behavior to you? To other characters?

4. Can you accept these consequences?

1/ Adapted from questions in: James Banks, "Teaching Black Studies for Social Change," Teaching Ethnic Studies (Washington, D. C.: National Council for the Social Studies, 1973).

CORRECTING BIAS IN INSTRUCTIONAL MATERIALS

SUPPLEMENTARY ACTIVITIES

Teacher Worksheet 17

This activity is an example of one which may be used in the classroom to help students learn to recognize and evaluate bias in materials.

Listed below are two accounts of Franklin D. Roosevelt. Please read the two accounts, then answer the following questions. 1/

Account 1

In 1932, the Democrats nominated Franklin Delano Roosevelt, who promised a "new deal" for the "forgotten man." He was swept into office by a nation looking for change. FDR immediately set out to put the New Deal into effect in a series of acts designed to help the unemployed and the poor. One of the best known of his innovations was the Civilian Conservation Corps which helped to conserve the country's national resources and provided useful work for unemployed young men.

Account 2

Historians praise or damn Franklin D. Roosevelt, depending on their ideology, but they have not given sufficient attention to his administration's attitude toward women. In 1935, out of 1.6 million workers engaged in government projects, only 142,000 were women. There were 71 NRA codes in 1935 that provided lower pay for women doing the same job as men. The fact that many women were either the sole supporters of, or essential contributers to, many families, minority and white, is not reflected in New Deal policies.

Questions:

--Who do you feel may have written the first account and for what purpose?

--Who do you feel may have written the second account and for what purpose?

--Which account do you feel is more accurate? Why?

See Teacher Worksheet 16 for a comparable illustration of race bias.

--Which author supports the statements with data? Give specific examples.

--From your perspective and knowledge write an account which you believe is historically accurate.

[1] Technique adapted from: James Banks, "Teaching Black Studies for Social Change," Teaching Ethnic Studies (Washington, D. C.: National Council for the Social Studies, 1973).

SEX BIAS IN SOCIAL STUDIES MATERIALS--

REWRITTEN STATEMENTS

Teacher Worksheet 14A

All of the statements on Worksheet 11 reflected sex bias. The statements below show them as they have been rewritten to remove the bias.

1. Catherine Green, until recently known only as the widow of General Nathaniel Greene, was the patron of Eli Whitney and has recently been credited with contributing one of the basic principles to Whitney's design for the cotton gin.

2. Women were strong supporters of temperance reform because married women at that time had no legal control over their own property, earnings, or children. Women married to alcoholic men suffered grievously from this legal powerlessness.

3. Women were active as reformers and orators in the abolitionist and temperance movements. Many Black and white women worked against slavery and later in freedmen's (sic) schools and aid societies.

4. Although men far outnumbered women during the immigration between 1912 and 1917, millions of women immigrated to America alone and looking for work. Two-fifths of the immigrant workers in the industrial districts of Pennsylvania at this time had traveled to the United States alone, without their families, and three-fifths of them were under eighteen at the time. 1/

5. Low paid female and child labor subsidized the earliest modern industries--the textile mills.

1 Mary P. Ryan, Womanhood in America From Colonial Times to the Present (New York: New Viewpoints, 1975), page 201.

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